DOCUMENT RESUME

ED 287 219 EA 019 762

AUTHOR Frasher, James M.; Frasher, Ramona S.
TITLE Administrator Preparation in the People's Republic of China.
PUB DATE 87
NOTE 65p.; Paper presented at the Annual Conference of the University Council of Educational Administration (Charlottesville, VA, October 31-November 1, 1987).
PUB TYPE Reports - Evaluative/Feasibility (142) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Administrative Organization; *Administrator Education; Administrator Responsibility; Communism; Cultural Isolation; Curriculum Design; *Educational Administration; Educational Development; Educational Finance; Educational Methods; Educational Objectives; Educational Philosophy; *Educational Policy; Educational Principles; Elementary Secondary Education; *Foreign Countries; *Government School Relationship; Higher Education; Ideology; Marxism; Politics of Education; Teacher Salaries; Teacher Supervision
IDENTIFIERS *China; Mao Zedong

ABSTRACT

This document presents a comprehensive collage-style description of educational administration preparation programs in the People's Republic of China, covering a time span from Mao Zedong's normal college days to the present. The evolution of the current institutional specialization system, the basic composition of the programs, and some illustrations of the current literature are examined. Part 1 examines administrator preparation programs, beginning at the top with the Central Educational Administration Institute and the National Education Commission, and moving down through major and provincial normal colleges and universities, and secondary normal schools. Part 2 is a survey of the administrator preparation curriculum including instructional methods and contents, the public school system, and discipline in the schools, along with all aspects of educational finance, school management, personnel supervision, the educational history of the Chinese Communist Party, and the central and local educational administration commissions. Other considerations discussed include internal isolation, the relative absence of empirical data, the international flavor, the thought process of dialectical materialism, the quest for a single theory of scientific administration, instability of the social system, the societal emphasis as opposed to individualism, and the immense potential of scholars chosen from a population of more than one billion. Seventeen references are listed. (Author/TE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

James M. Frasher

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED287219

EA 019 762

ADMINISTRATOR PREPARATION IN THE PEOPLE'S REPUBLIC OF CHINA

The University Council of Education Administration
The Teaching of Educational Administration
Mission, Methods, Materials
Conference
1987

James M. Frasher
Ramona S. Frasher
Georgia State University

Running head "Chinese Educational Administration

BEST COPY AVAILABLE

Abstract

A thick, hopefully rich description of educational administration preparation programs in the People's Republic of China is presented. The time frame extends from Mao Zedong's normal college days to the present. The evolution of the current institutional specialization system, the basic content composition of the programs, and some illustrations of the current literature are examined.

This collage, pieced together from observations, interviews, and translations of Chinese documents, is presented as objectively as possible. Analysis was limited to some concluding thoughts.

Three major attributes of educational administrator preparation programs in China were hypothesized. Politics, size, and development are seen as major factors mediating the program as described. The three factors seem to be woven into every fabric of the program examined.

Other considerations were internal isolation, the relative absence of empirical data, the international flavor, the thought process of dialectical materialism, a quest for a single theory of scientific administration, instability of the social system, the societal emphasis as opposed to individualism, and the immense potential of scholars chosen from a population of more than one billion.

3 BEST COPY AVAILABLE

Contents

Introduction 1
Mao Zedong, Educational Administrator 2
Post-liberation Schooling 3
Part I Programs 4
The Central Educational Administration Institute 6
The National Education Commission 7
Normal Colleges and Universities 7
Key Normal Universities 7
Provincial Normal Universities 8
Provincial Normal Colleges 9
Secondary Normal Schools 10
Part II Curriculum 10
Instructional Methods 10
The Content 11
Lecture Topic Requests 12
The Public School System 13
Characteristics of the Current System 13
Discipline in the Schools 14
Educational Finance 15
Salaries 15
The Responsibility System 16
Enterprising Efforts 17
School Factories 18
Teacher Welfare 19
Student Stipends 19
School Business Management 19
School Management 20
Facilities 20
Personnel Supervision 23
Life System 24
School Teaching Administration 24
Chinese Communist Party Educational History 26
The Central Educational Administration Commission 27
Local Educational Administration Commissions 27
Part III Materials 28
Issues in Secondary School Administration 29
Content Analysis 31
Characteristics of Systems in The Teaching Process 31
Management Psychology 37
On Reshaping the School Administration System 38
Frustration Theory and Educational Administration 41
Case Studies 44
Four Principals Discuss Two Class Problems 44
How to Evaluate the Class Director 47
When Teachers and Students Argue 49
One Day in the Life of a Middle School Principal 52
Is the School Running the Factory or is the Factory Running the School? 54
Concluding Thoughts 57
References 60

"Educational administration
has a different charge in a capitalist and
a Marxist society.
In the capitalist society educational
administration serves production and
production rate goals.
In the socialist society the charge is
to implement socialist democratic
management, and to use ideological
and political scientific laws
to adjust relationships between
people and to improve
educational quality."

There are differences, some obvious, some more subtle in the training and day to day work of educational administrators in different societies. Our purpose is to objectively describe educational administration preparation in China. Our aim is for the reader to be free to draw his or her own conclusions. The data on which the description depends is composed of observations, interviews, and written documents. The preponderance of the written sources are Chinese language materials published in the People's Republic of China.

Each of the data sources presents significant barriers to be overcome in order to remain objective. The observations, while superior to the typical prepared tourist itinerary, were limited, the major discrepancy being that all of the observations were done in urban areas. Eighty percent of China's population is rural. The interview subjects were limited to those who spoke English or were subject to translation through an interpreter. The written documents have been in effect translated twice, once by Chinese citizens and then by the authors. Literal translations can be nearly as difficult to understand as the original Chinese.

The bulk of this paper is as free of writer judgement as was possible under the circumstances. We believe that clearly interpretative or judgmental statements appearing outside of this introduction, the abstract and the conclusions are of Chinese origin.

No introduction dealing with China would be complete without the obligatory reference to size. The Chinese constitute one fourth of the entire population of the world. And the population of China is growing. It has doubled since 1949. Even were the one child per family policy to be completely effective, the

population will expand with the addition of a number greater than the total population of the United States before the year 2,000.

More people study English in China than study English in the United States. There are more than nine million teachers in the schools of China administered by more than one million educational administrators.

The paper will begin with a description of Mao Zedong, the educational administrator, and a brief examination of post Liberation education. In Part I, the efforts of post Liberation China toward the development of a system to train educational administrators will be presented along with a description of the institutions assigned the task, programs planned for the task, and the programs emerging from these efforts. In Part II, the current curriculum designed for the preparation programs will be described, and finally in Part III, translations of actual materials in use in the programs of educational administration are provided

Mao Zedong, Educational Administrator

Mao studied at Fourth Normal School for five and one half years, marrying a professors daughter. As an educator he had a lifelong involvement in education. He became an educational administrator when with friends, he formed the New People's Study Society. In 1917 a year before his graduation he organized a night school for workers at Fourth Normal.

He cited the normal school as the birthplace of his first political thinking and social action. After a few years of study in Beijing University, he returned to his alma mater to teach history. In 1920 he became the principal of an elementary school attached to the university. He also moonlighted as director of the evening school he had founded while a student.

He also found time to do some writing. His writing style is said to have been crisp and clear and his writings became very popular. The subject matter was revolution. Soon he became a leader in the development of The Self Study University a training ground for Communist revolutionary leaders. It was closed down by the authorities, and he turned to the organization of peasant unions.

When Mao began to organize unions,in the 1920's, he included educational programs. When he served as Chairman of the government of Jiangxi Soviet, the base of the Communist Party of China, after it was driven out of the east of China by the Guomindang, he established an educational system, progressive and political in style. He succeeded in enrolling sixty percent of the elementary children in school, a number unheard of at this period in Chinese history.

As the leader of the Red Army he established a very strong educational system for the military. In 1929 he established ten teaching points for the army which were later applied to the entire educational system. The ten teaching points can be translated as follows:

1. A stimulating style (abolish the 'pouring-in style')
2. From the near to the distant
3. From the shallow to the deep
4. Speak in a colloquial style (new terms should be explained simply)
5. Speech should be understandable
6. Speaking should be interesting
7. Use gestures to aid speaking
8. Later sessions should repeat concepts from earlier sessions
9. Prepare outlines
10. The cadre classes should use the discussion method

Mao even continued an education program on the Long March. A Department of Education was set up during the exile. At first the objective was to centralize educational administration and teaching practice, but it was decided that such an arrangement was contrary to revolutionary principles. By 1944, education in Communist controlled areas was de-centralized, and reorganized to serve practical and local needs, called "people-run public-help" schools.

Post-liberation Schooling

Following the declaration of the Peoples Republic of China in 1949, schools were in a shamble. Emergency conditions were set up for adult literacy programs and to allow displaced students and teachers to return to schools. Education was reorganized in late 1951 and enrollments mushroomed in regular schools and spare time schools. Ambitious mass literacy campaigns were launched with mixed results.

The first official pronouncement concerning educational administration preparation from the new government was issued in August 1955, in the form of the document, "Directions from the Education Ministry about Training School Administrators and Educational Administrators." As the title would imply it was a directive from the Ministry to the various branches of government across China to train groups of administrators in order to improve education.

The Ministry participated in the implementation of the directive by establishing the College of Educational

Administration in Beijing immediately following its issue. Compliance with the directive was illustrated in that within a year it was estimated that most provinces, cities, and autonomous regions had established educational administration training programs. According to the record four groups, or approximately 1900 administrators, received some training in Beijing before the college was closed in the sixties. No records were found of the number trained in training programs in other areas of the county.

All educational administration training efforts were stopped in the sixties as the Great Proletarian Cultural Revolution effectively closed all of the colleges and terrorized educators.

From the end of the Cultural Revolution fragments of the initial programs emerged very slowly. Early efforts are described as short term programs, primarily aimed to redress the destruction wrought through the cultural revolution, or to study temporary governmental regulations concerning education.

Part I
The Preparation of Educational Administrators

On February 19, 1982 the Education Ministry of China announced its intention to strengthen the training programs of general educational administrators. The announced goal was to provide one time only, half year, one year, and two year study programs for the main leaders of secondary schools and primary schools, as well as the leaders of district, city, county, education bureaus within three to five year period.

It was hoped that this effort would yield a group of leader teams loyal to the Party's goals, with specialized knowledge, management ability, and industrious merit. The reward for educational administrators participating in the programs was that some would be declared "red and expert". The public image of educators had suffered badly during the cultural revolution. The revolutionary zeal of the intellectual community had been questioned. This was one of many governmental efforts to redress the damage done, and to build some respect for educators back into the system. To be red was to be a true revolutionary.

The training goals, policies and content of the training program directed toward the creation of red and expert educational administrators were translated as follows: Under the guidance of Marx, Lenin, and Mao, to promote the general education, to better serve the socialist construction, students of educational administration were to study the basic principles of Marx, Lenin, and Mao as well as the knowledge of educational science and theory, and legal aspects of education. They were to develop their administrative abilities, unite with the people and have the spirit of hard work. Students were to be chosen

from among educational administrators supporting socialism and sincere to socialist education.

The content of the half year program was to include the principles of Marx and Lenin philosophy, decisions on several historical questions since 1949, education, school psychology, educational administration, and special topics.

The one year program was to include Marx and Lenin philosophy, the history of the Communist Party of China, education, general psychology, educational administration, Chinese educational history, and special topics.

The two year program content was prescribed as Marx and Lenin philosophy, the history of the Communist Party of China, fundamentals of political economics, education, Chinese and foreign educational history, educational administration, general psychology, research of teaching methods, special topics, electives, and practice.

Following this one shot effort in which the half year program predominated, the intention to realize regularization of leadership education, to make it become a system, and to establish a regular study system of leaders of high schools and primary schools was announced. It was recommended that the forms should vary being diversified from short to long. Although it was recommended that most should be as was the practice in the initial effort, half year programs. Released time programs were recommended although some cities were encouraged to introduce "spare-time" or "come-and-go" programs.

The materials for study were to be derived from experienced administrators. It was directed that experienced educational administrators should gather to do some research and reading on special topics. From this group some were to be invited to prepare training materials, and to serve as instructors in the training programs for the less experienced.

Upon completion of the training program individuals were to be examined by the colleges for certification as administrators. Their grades and evaluations were to be placed in their personnel records as a measure of their performance and were to serve as the basis for future promotion.

For various reasons, including the practice of turning over the administration of schools to peasants or workers without formal education during the Cultural Revolution, many administrators lacked even basic schooling. Those administrators whose educational background did not reach the level required for teacher certification were advised to prepare themselves academically at the level required of the teachers in their schools and to study administration theory also.

Efforts toward training administrators gradually increased, but were not even across the country. According to the best statistical evidence available in 1980, it was estimated that 60 to 70 percent of the more than one million school administrators in China had not received any special training, or were not familiar with education or educational administration.

National conferences addressing the overwhelming need for administration programs were convened with increasing frequency. An important outcome of one such conference held in Jiangxi province was a document setting forth a plan to construct or further develop the role of colleges in the preparation of educational administrators. The plan as presented here played a significant role in the evolution of current programs.

Normal colleges in each province were to: 1) analyze the educational levels, administrative ability, health, experience, and training of the school administrators in their province; 2) classify the administrators on the basis of that data , toward the determination of an appropriate kind and length of study needed; 3) divide the responsibilities for the training programs among the colleges in the provinces with (a) the provincial colleges assuming the responsibility for training key secondary school principals, normal school administrators, regional ministers, and city and country bureau leaders; (b) regional colleges were to train principals of general secondary schools, central primary schools, county inservice schools, and assistant principals of key secondary and normal schools, and (c) the county normal schools were to provide inservice training for ordinary primary school and kindergarten principals.

The goals of the programs assigned to the college were far more basic than the goals issued from the Educational Ministry. Emphasis was to be placed on solving problems of finance, teachers, facilities, and libraries. The colleges were directed to oversee the development of the training programs with regular checking, adjustments, and revisions as the programs were gradually put into practice.

The Central Educational Administration Institute

Six months after the Education Ministry's 1982 announcement, the facility near the Ming Tombs outside of Beijing was officially re-opened. Instruction at the institute was to be provided by outstanding experienced educational leaders. The program was to be a six month refresher course. Two hundred students at a time were drawn from higher education faculties, directors of higher education bureaus, presidents of higher educational institutions, and Party secretaries.

By the fall of 1986 the institute had completed 20 one year training classes, and there were three classes in residence. One group was composed of primary and secondary school administrators, the other two groups were presidents or vice presidents of higher education institutions. One group was concentrating on teaching reform in higher education, while the second group was concentrating on facilities reform. The participants emphasized that they were all practitioners, were interested in theory, and had many new ideas. Learning traits (styles) were offered as an example of a innovation developed at the institute.

The class procedures included lectures, class presentations, courses in management, management psychology, field experiences, including visits to different countries to observe special programs, and discussion of problems in higher education.

The instruction was provided by famous professors, and government officials including the Minister of Education. Although an informant indicated that there had been some difficulty in obtaining the best professors due to the deplorable living standard available at the institute. Younger faculty from across China served as teaching assistants. Emphasis was place upon effective procedures and instruction was considered to be first class. Some of the professors had begun formal research projects.

The National Education Commission

In 1985 the Ministry of Education was replaced by the National Education Commission. The bureaucratic level of the Commission is significantly higher than that of the replaced Ministry. At the same time a significant degree of the control and financing of the public schools, normal colleges, and normal universities was moved to the local education commissions.

Normal Colleges and Universities

In addition to the Central Administration Institute the one hundred seventy six institutions of higher education involved in teacher preparation are now charged with assisting the effort of administrator preparation. Programs assigned to the various institutions are based on the level of the institution. Each level is assigned specific responsibilities for training personnel for specified administrative positions.

Key Normal Universities

The former Ministry of Education directly administered thirty six "key" institutions of higher education. Included in this group were six teacher training institutions spread

regionally across eastern and central China labeled as "key normal colleges." The "key" designation was seen as the answer to the limited human and economic resources. Those schools were to receive the best students, best faculty, and most resources. They would in turn develop faculty, curriculum, etc. for the other normal colleges and universities. The official key designation has been dropped. However, the reputations remain and a majority of educators still refer to key or "model" institutions.

They were the first to start up graduate programs after the cultural revolution. Although Beijing Normal was authorized to offer doctoral degrees as early as 1981, and numerous other institutions were authorized to grant masters degrees in various fields of education, we know of no graduate degree in educational administration that is in operation in China.

Provincial Normal Universities

The designation "university" was accorded to many of the larger teacher training colleges in 1986 to recognize their developing strength as well as to make a contribution toward the program to enhance teaching as a profession. A significant number of these were provincial key institutions, which had been favored with province personnel and economic resources for a number of years. For the most part these institutions are gearing up for the regularization of educational leadership training. Some workshops, inservice development programs, and a few experimental programs are now being offered. Funding levels and programs vary from province to province.

Nanjing Normal University is located in China's wealthiest province. The university has centered the responsibility for administrator preparation programs in the education department. The education department consists of an early childhood group, a primary school group, an educational psychology group, a general psychology group, and a history of education group. They provide general courses in educational psychology and pedagogy for students from the subject matter departments of the university. They also admit selected students from secondary schools directly into the department providing them with a four year program equivalent to a bachelors degree. Most of the graduates assume teaching responsibilities in normal colleges in Jiangsu province.

There are 119 faculty members. Over half are members of the Party. The teaching load of between 20 to 25 classes per semester for 119 faculty members would not appear to be too heavy. However, the 119 member faculty includes the dean and three assistant deans, several revered older faculty no longer physically capable of teaching regularly, a significant number of workers assigned to the faculty during the cultural revolution,

and a cadre of recent graduates who are eager, but are considered too immature to assume much of the load.

The load on those remaining is really very heavy. This small group of 15-20 people do the teaching, and with the assistance of a few of the older members of the faculty, the research, evaluation of provincial examinations, inservice, consulting, governance activities, etc. of the whole department.

Two faculty members from the psychology group have taken up the assignment of administrator preparation. A third young faculty member, a graduate of the first masters degree class following the cultural revolution moved toward administration during the Fall quarter of 1986 and will be starting toward his PhD in Educational Administration as a foreign student next fall.

The two educational administration associate professors provide occasional courses and workshops for school administrators, and completed a half year program in 1986. The emphasis in the offerings to date have been limited to educational psychology and school administration. They drew a distinction between educational administration as "theory based" and school administration as "basic tasks". They were anticipating beginning a program of educational administration soon, although a specific date had not been finalized.

Provincial Normal Colleges

The Province Education Colleges are the major institutions offering advanced in service education programs Most of the programs are aimed toward subject content for teachers in former key primary and high schools. They began appearing in the late seventies. Some of those now consider educational administration training as a major thrust.

An example of the normal college is Jiangsu Normal College, also located in Nanjing. It was founded in 1979. The 24 teaching faculty members of the education department are organized into four sections representing the department majors: administration, pedagogy, educational psychology, and population theory (family planning). The major focus of the administration program is the training of key secondary school principals, normal school and other specialized secondary school principals, and education bureau administrators.

Typically, the department runs four administration classes: two classes of students in a two-year program; one one-year class (currently, for students from Tibet), and one one-half year class. Departmental offerings consist of courses in pedagogy, philosophy of education, comparative education, history of education, psychology of education, psychology, educational

administration, and educational management. described as running the high school.

The basic core in administration is composed of a course in pedagogy, a course in psychology, a course in educational management, and lectures for principals to train teachers to have good discipline. One year students spend two weeks observing an administrator in the city school system, and complete a project, consisting of a reogranizational plan for their school before completing the program. The two year program includes the other courses offered in the department, and two two week practice teaching experiences in the city school system.

All of the students are full-time, live on campus, and receive their normal salaries. Approximately 500 students had been trained there in seven years. There is considerable pressure on the institution to increase their training efforts.

Teaching methods included lectures, self-study, discussion, research, and writing papers. Emphasis was equally divided between theory and practice. The faculty included one professor who had received a PhD in educational administration in the Soviet Union, and had taught educational administration prior to Liberation. The library holdings in administration were the best we encountered in China including such journals as Educational Administration Quarterly.

Secondary Normal Schools

Preparation of administrators for non-key primary and secondary schools and local education bureaus is the responsibility of the local education authority and takes place primarily in secondary schools specializing in regular teacher training programs and inservice programs for teachers and administrators. The curriculum for the half-year administrator training program is similar to that provided in the provincial college.

Part II
The Curriculum of Administrator Preparation

Instructional Methods

Within the framework of dialectical materialism, with emphasis on the application of theory to practice, the following methods of instruction are usually applied:

1. Scientific experiment and survey. Special topics are explored under controlled conditions to investigate approaches to improving management, to the study of a significant amount of survey statistics, and to summarize and analyze advanced

administrational experiences of different schools in different places.

2. Historical method. Analyses, evaluations, and criticisms are made of the educational policies, regulations, and systems under certain historical conditions in order to use the old to serve the current systems and theories. At the same time, the experience of running schools from the early revolutionary period are studied and summarized.

3. Comparative method. Social factors and historical backgrounds of different countries' educational systems are studies analyzed and compared with with "our own".

4. Theory-based analysis. The results of philosophy, economics, laws, sociology, politics, and psychology are analyzed to form the basis of a theory of educational administration. Systems theory, cybernetics, and information theory and their application in educational administration. is studied. References from the theory of economics and business administration. are also applied.

Each of the four methods has advantages and disadvantages and should be combined to achieve complementary aspects.

The Content

The encyclopedia from which the opening quotation came lists the content of educational administration as follows:

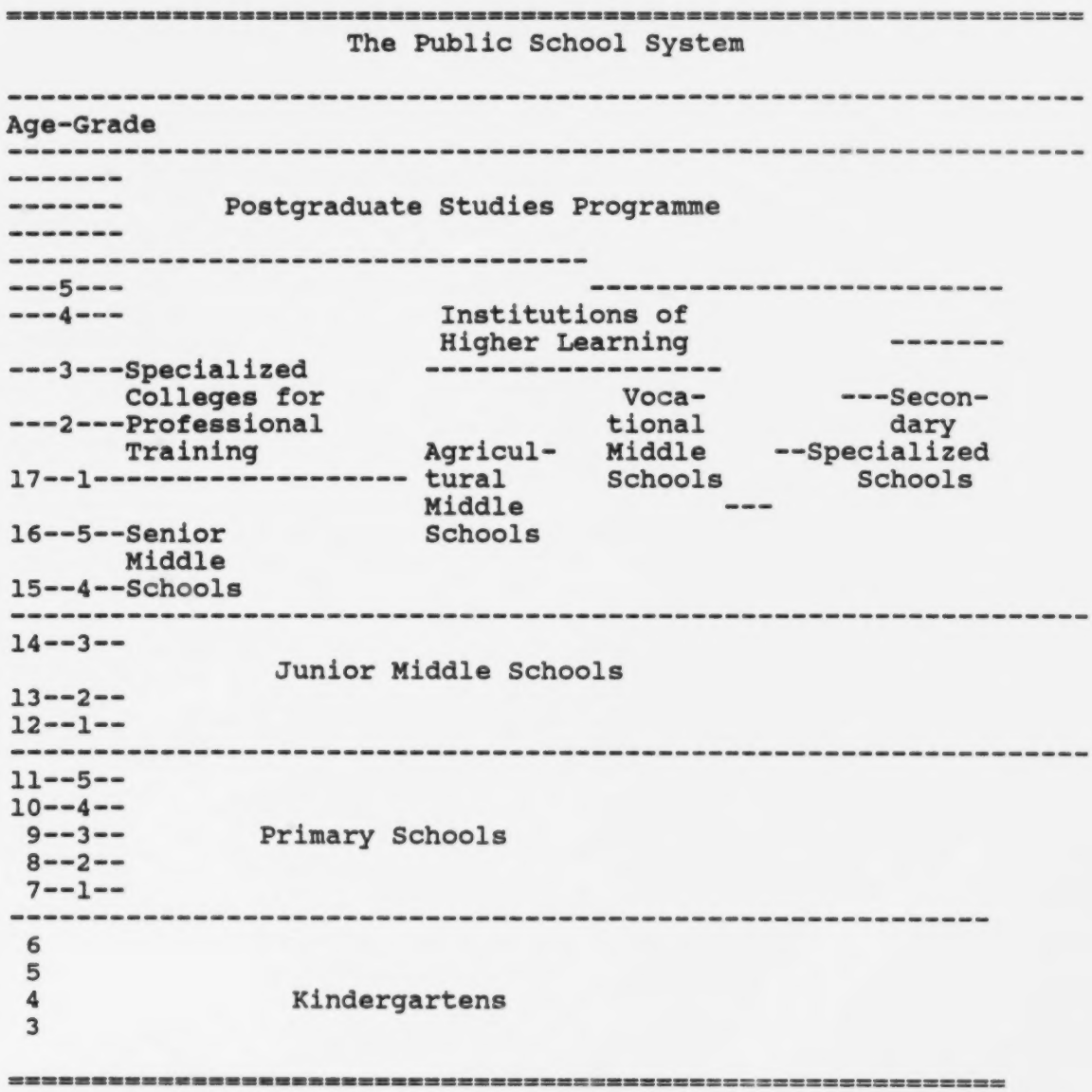
1. Functions, characteristics, principles, activities, and evaluation of educational leadership
2. Setting educational regulations
3. Establishment and implementation of educational targets and policies
4. The educational system
5. Educational administration organization
6. principles and methods of educational survey
7. Requirements, training, and performance evaluation of the educational staff
8. Educational finance
9. Practical school administration
   - A. Ideological and political work,
   - B Teaching and learning, research,
   - C. Labor production,
   - D. Physical and health education,
   - E. Personnel security,
   - F. General affairs,
   - G. Accounting,
   - H. Equipment and supply management
   - I. Public relations,
   - J. Record keeping,

K. Leadership
L. Planning and organizing
M. Scientific management

Lecture Topic Requests;

The most frequently requested lecture topics have been educational administration in the United States and the organization and administration of the American educational system. The entire range of sophistication represented from normal secondary school to university faculty seem genuinely interested in things Western, and particularly American. Questions of living standards, salaries, and status of American educators are almost always asked. Focus on public schools or higher education is frequently a part of these requests.

University groups also have requested, research methods in educational administration, inservice staff development, theory, research in educational administration, the literature of educational administration in the US, scientific administration, cybernetics, information theory, and the history of educational administration. Practicing administrator groups are more likely to request topics such as teacher evaluation and educational finance.



(Note: China is in the process of implementing a 6-3-3 program of elementary and secondary education--six years of primary school, three years of junior middle school and three years of senior middle school)

Characteristics of the Current System

The early modern system was based on the systems of capitalist countries and reflected characteristics of those systems. They were half-feudalistic and half- colonial.

The current system is based on the practical reality of China and was established from the experience of the history of Chinese education, especially the liberation period. The main thrust is education programs serving the country's socialist and modernization construction.

The schools are open to the peasants and workers. The correspondence schools, officer schools, and leisure time schools to satisfy the educational opportunity of all the people and administrators, as well as the re-education of in service people.

Technical schools of all kinds have been established. It is convenient for young people and adults to receive specialty and technical education, because of the locations and variety of offerings.

The schools pay attention to the political education of intellectuals.

Various systems for higher education were created to be favorable for training different kinds of talents. But because of the existence of all kinds of constraints, this system has not discarded all of the short comings of traditional education, so it must be viewed as a transitional system.

Discipline in the Schools

The following are the discipline rules for primary schools:

1. Have a warm love for the motherland and the people. Study well and make progress every day.
2. Be punctual and do not miss your classes without a good reason.
3. Be attentive in class and do your assigned homework conscientiously.
4. Keep at physical training and take an active part in recreational activities.
5. Pay attention to personal hygiene and dress neatly. Do not spit.
6. Have a warm love for physical labor. Do what is within your ability to do.
7. Observe school discipline and public order.
8. Show respect for your teachers and be united with your fellow pupils.
9. Show concern for the collective. Take good care of collective property. Hand in whatever you have found.
10. Do not tell lies and be ready to correct your mistakes.

Educational Finance

Since 1980 the provinces were made responsible for financial planning. This was a break from the earlier practice of centralized control. The Party and the central government is now pictured as guiding rather than commanding. Educational funds are considered as ear-marked and punishment for using them for other purposes is said to be severe. After new policy, most local governments increased certain kinds of education funds, but some even decreased them. Educational bureaus of the provinces, counties, cities, and states exercise more control over finances and curriculum now than at any other period since Liberation.

Salaries

Contrary to popular belief the amount of wages paid in China varies significantly. Raises are sometimes given to a percentage of workers in a field. "A few must get rich first, so that all may prosper," "To encourage the advanced and stimulate the backward to catch up and supersede the advanced". Raises are based upon attitudes toward work, level of competency, and significance of contribution.

Only half of the familiar, "from each according to his ability, to each according to his need," is endorsed. Instead, the dictum reads, "from each according to his ability, to each according to his work." The explanation given is that China is in an early stage of socialist development, working toward true Communism. As a consequence it is not yet possible to follow this ideal.

Salary scales vary according to region and grade. There are eleven regions for salary purposes. The "grade" is related to position and longevity. All occupations in China have been designated such salary levels, so it is possible to compare across fields. For example, a president of a university is in the 6th wage category in the nation, while the principal of a secondary school is in the 10th wage category. Deans can rise as high as the 8th wage category, Professors as high as the 7th category.

Top educator salaries are in the neighborhood of one hundred US dollars per month. An assistant professor starts as low as twenty US dollars per month. Almost all Chinese families are two income families. A complicated system of benefits together with subsidized prices and a rationing system allow the meager incomes to provide the basics of life.

The benefit package includes maternity benefits, medical benefits, sick leave benefits, retirement benefits, home leave benefits (i.e., Should a teacher be assigned away from home, the teacher receives a month's vacation with paid travel to visit

home), death benefits, and teacher welfare as described below. Bonuses are becoming a regular event as the economy grows, but still educators have not fared well under the recent government policies. The student demonstrations of last Winter were an illustration of the economic frustration that many of the intellectual elite now experience.

The Responsibility System

Following Liberation the schools of China were governed under a dual system, as were all work units. The dual heads of public schools were the principal and the Communist Party Secretary of the work unit. Early achievements in literacy education were made under this organizational plan.

The excesses of the Cultural Revolution were particularly deeply felt in the intellectual community and schools were devastated. Many were closed. Classes that were held were frequently interrupted. Peasants and workers were assigned to faculties and faculty members were sent to the countryside to be re-educated in the true meaning of the Revolution.

With Mao's death and retribution satisfied through the humiliation and punishment of the gang of four, the Responsibility System emerged. This new system, described as "socialism with a Chinese flavor," is best reflected in agriculture. The land of the communes was re-assigned to allow a portion to be the responsibility of an individual family. A base income is earned by the individual through the communes' meeting production quotas. The family may add to its income through the use of the land assigned to them. Free markets were established and have spread to almost Hong Kong proportions in some cities.

The introduction of the responsibility system correlates very strongly with the economic growth of recent years. The ten thousand yuan peasant is viewed with mixed admiration and envy by many intellectuals. The application of the responsibility system in education is obviously more difficult, as illustrated in a case study in this paper.

Prior to the introduction of the responsibility system the management of Chinese enterprises and administration of schools took on a dual system of operation. Basically this split decision making into policy and operation. The responsibility for policy was placed in the hands of the Communist Party of the school or enterprise. Each local Party was headed by a Secretary who was represented on the management team. Operations were under the direction of a director, president, or principal.

The new policy would mean the assumption of more responsibility on the part of the director, president, or principal. The Party's responsibilities are described as more

supporting than administrative, and accountability for the unit is to be placed directly on the director, president, or principal.

In many cases this seems to have been accomplished, while in others no significant changes from the dual system are observable. In the majority of schools we have observed this distinction has been blurred, because the principals were also the Party secretaries.

Enterprising Efforts

Schools and universities in China reflect the general economic conditions of the society. Teachers, professors and others have not fared well in the new economic system. Most are restricted to their base salary as before the recent reform while prices have increased steadily as the government follows the policy of creating a new price structure more in line with supply and demand. There is considerable evidence that under the responsibility system administrators are generating unofficial resources for program and staff.

Some examples of the creative efforts of individual administrators were discovered in our studies. The president of one university astutely recognized a problem of a relatively wealthy work unit, the national oil industry. Oil prices and increased oil production accounts for the relative wealth, but efforts in the pursuit of oil has taken oil workers to very remote areas throughout China. School in many of those areas are reputedly inferior. Seizing on this opportunity the president negotiated an agreement with the oil workers to prepare teachers for schools wherever the exploration leads them in return for money. This agreement and an added inducement to admit children of the oil workers to the university has yielded significant resources for the growth and development of the university.

In a society placing tremendous value on higher education and the good life associated with graduation, and conditions under which only approximately four percent of those eligible for college are admitted on the basis of test scores there is a significant desire among parents to seek the best possible early education for their children.

In the past the various levels of government established key schools to prepare the cream of the crop for higher education. Although that program has been abolished, the reputations established under the key school logo persists among laymen. Admission to a key school is a widely sought goal. Basic admission to elementary schools is set by district and is essentially free. "Backdoor" admissions were arranged in one elementary school. The principal of the school confided to us that when approached by a parent for admission of a non-assigned

child, he would explain that the school had very limited resources and the addition of another child would probably cost in the neighborhood of two thousand yuan. It is most unusual for an individual family to have the resources to secure admission for their children; however, some work units will provide the money or services necessary to secure the transaction. As a result of such efforts the school had apartments for teachers and was about to occupy a newly constructed, very impressive gymnasium.

Some professors are also experimenting in the responsibility system. We discovered that some are actively engaged in consulting with other agencies, frequently factories, for reimbursement. There was some disenchantment among a few faculty members in the Education Department at Nanjing Normal University over a policy under which consulting fees were directed into the departmental budget rather than to the individual performing the consultation.

We were told of some experimental private universities that have developed very recently. The faculties are drawn from the faculties of standard universities. In some cases the faculty are old and effectively retired from teaching in their assigned university. In other cases faculty members who have avoided teaching assignments at the assigned universities are making additional money.

The private university is attractive to students for a number of reasons. Unlike the public universities they are not tied to the examination system. Students failing to score high enough to secure any university admission or admission to the desired university may attend the private university. Another advantage is that they are not a part of the placement system, which means that if a parent wishes to insure that the child stays in the community after completing school, the private university provides a solution. The need for educated personnel assures employment of any university graduate. In fact, a factory will frequently pay the private university tuition of a student willing to commit to employment in the factory after graduation.

School Factories

Closely associated with the responsibility system, although established earlier for different reasons, is the school factory. Originally established for the purpose of providing labor opportunities for the students, the school factory has become a potential income generator. A case study included below will more fully describe the school factory.

Teacher Welfare

The work group is of extreme importance in China. Schools are work groups and as such school administrators may find themselves responsible for housing the faculty and a number of other responsibilities. Universities are virtually complete communities. Housing is provided, transportation is provided, food services are provided, retail shops are provided, entertainment, etc. In addition, the administrator is involved in the distribution of coupons for rationed items and advice and perhaps even consent on marriage and having children. Most administrators express regret over this circumstance, stating their wish that they be allowed the luxury of focusing more of their time and energy on the more important educational aspects of their responsibilities. It does however provide considerable extension of employee control factors.

Student Stipends

Students who have worked at least five years before admission to higher education continue to receive the salary they earned while working and all expenses are the responsibility of individual. Graduate students salaries are supplemented if expenses are too high.. Other students get student aid. Recent price increases brought about as the government attempts to align the market to supply and demand factors have increased costs so that even with price increase supplements students usually require some additional financial support from their families or their work units. As the responsibility for financing education has been decentralized student stipends are also beginning to vary.

School Business Management

The main fiscal resources of Chinese schools are the investment of the government budget and the investment of enterprise budgets, whether state-run or collective-run. The main tasks of school financial affairs management are to gradually establish, replenish, and improve teaching, research, and life conditions in schools, and to serve the socialist modern construction according to the educational policies of the Party.

The basic functions of financial affairs management are accomplished as follows: first, by implementing the financial and economic policies, regulations and rules of the government and the Party to protect the financial and economic regulations and to protect public property; second, by planning the annual budget of the school according to the school's practical needs and according to higher regulations, by compiling the yearly expenditures, and by filing an end-of-the-year report; third, by following the financial regulations and system of the school; fourth, by monitoring how the funds and property are used and

checking how the plans are implemented; fifth, by accurately recording transactions and preparing the accounting statements, reports and audits.

In China, the persons working in this area are professionals. Their positions are awarded on the basis of examination, educational experience, levels of performance, specialty knowledge, and their professional skill. The positions are high level accountant, accountant, assistant accountant, and bookkeeper.

School Management

School management is a very important part of educational administration. The target of school management is to make full use of human labor resources, finance and other factors, and to utilize internal and external resources to implement and accomplish educational goals effectively.

In China effective school management should pay attention to the following points: to direct the overall work of the school; to coordinate internal and external factors; to pay attention to the social aspect of school work; to direct teaching and learning; to motivate all the members of the school; to run the school economically; to pay attention to educational effectiveness to achieve maximization of economical effectiveness. The manager should consider not only stability, but also continuous reform, should strengthen school planning, and should improve efficiency and rationality of the school organization.

Facilities

The selection of the school location, construction of the buildings, and the layout of the school, as well as all facilities, should meet the standards of health.

The selection of school location:

1. The school service radius should not be too large. Walking students should be able to arrive within thirty minutes.
2. The school should be at least one kilometer from any railroad, river, bus route, or busy street.
3. The school should be far from toxic gas, noise, waste produced by factories and from airports and ship docks. If the school must be near these places, there should be protective forests around the schools.
4. No hospitals or slaughterhouses should be near the school.
5. There should be an excellent supply of water and a sewer system.

6. The place should be safe from natural disaster dangers such as floods, forest fires, avalanches from mountains or land sinking.

The construction of classrooms, laboratories, libraries, and reading rooms:

1. Classrooms should face south or southeast. Physical and chemistry laboratories can face north.

2. The area of the room should be decided by the convenience of student activities and the content of the air. Generally speaking, they should be 3.4 meters high, and each student should have 3.4 to 3.7 cubic meters of air available in the classroom. The area should be designed to accommodate 30, 45, or 50 persons. Classes should not exceed 50 persons.

3. Natural lighting and artificial lighting should be designed according to the requirements of eyesight health and can be measured by the LUX (A unit of illumination equal to the direct illumination on a surface that is equal to one lumen per square meter). During the daytime, light should depend on the natural lighting from the windows. The requirements are first adequate intensity and then reflection. Intensity should be evenly distributed and should be appropriate. Natural lighting depends on the area of the windows that light can go through, whether there are trees or construction outside. It also depends on the color of the walls and ceiling as well as the facilities inside the room. The natural lighting coefficient (Defined as the lighting area of the window divided by the floor area of the room) should not be less than 1:6. Rooms with poor natural lighting should add side windows or roof windows and use translucent tile. The color of walls and furniture also influences the eye health and "eyesight psychology." Light colors can increase the lightness of the room. The blackboard is the object students look at so blackboard illumination is important to students' eyesight. The intensity of the blackboard should be from 150 to 250 lux and lights should be installed above the blackboard. Improper reflection can result in eye fatigue or even loss of sight. In designing and installing windows and lights, attention should be paid to limiting reflection. The school should install lights with protective angles. In order to prevent reflection from the blackboard, the incident angle from the window should be larger than 70 degrees. The school can use curtains to shade the windows or may employ curved blackboards.

4.Ventilation and Heating.

The fresh air in the classroom can help students' metabolism and the development of the respiratory system. It can also prevent contagious diseases of the respiratory system. Increasing the proportion of carbon dioxide in the air and decreasing the proportion of oxygen will result in daze, headache, and loss of memory ability as well as other nervous system diseases. If the carbon dioxide proportion increases, harmful air and bacteria will increase. According to health

science the density of carbon dioxide should not be more than .1 percent. In order to meet this requirement, we have to consider the design of window ventilation of the classroom in winter and set the regulation for changing the air of the classroom. The heating problem is related to the ventilation problem. If we increase the frequency of changing air, that will result in decrease of temperature. The most favorable temperature is 16 to 18 degrees Centigrade and the relative humidity should be 50 to 60 percent.

5. The buildings of schools should be constructed according to the requirements of fire prevention and protection from turbulence. The building should have enough stairs, passages, and safety doors in case of emergency. The safety passages should not be used for storage and should not be locked.

The chairs and desks should assure students of proper posture. Correctly designed desks and chairs should allow the students upper body weight to be distributed evenly on the sitting bones and the backside of the waist as the supporting point. This will prevent side curvature of the backbone and fatigue of the muscles. The chairs and desks should guarantee that the distance between the books and the student's eyes be between 30 - 33 centimeters to assure that the blood vessels and nerves of the breast, stomach, and legs are not under pressure.

The playground is an important facility and it is essential for students to improve their health. Whether in city or country children must have a playground for running and playing ball. They should have tracks of 250, 300, and 400 meters. Playgrounds should have a good drainage system and ground should be plain without any rocks or stones in order to protect students from injury. It is better to have clay or grass surface, not concrete or asphalt. Other facilities, i.e., parallel bars, etc. should be checked regularly by the principal, by teachers of physical education, and by doctors of the school hospital. Water in swimming pools should be checked against standards of health and should be disinfected.

Schools should have good water resources for drinking. Tap water and well water in the city schools should meet healthy standards of drinking water. When well water, lake water, or river water is used for drinking or for washing food, it should be disinfected or boiled. Students should be prevented from brushing their teeth with unclean water and from washing their clothes and their containers in the drinking water. No rest room, compost pile, or dirty water, should be allowed near the drinking water. Bacteria should not be more than three in one liter of water and the chemical factor should not be more than 1 milligram per liter. Schools should install water fountains to reduce disease.

The school should install indoor rest rooms; it should have 1 toilet and 1 urinal 100 centimeters long for every 40 male students and 1 toilet for every 20 female students. The toilets should have water to flush and ventilation for the elimination of odors as well as a closed place for dissolving the waste. The

school should provide a bathing place for students. They should not use the pool or wash basin because of contagious disease. In the dormitory for female students, they should have facilities for cleaning the bodies.

The school dining room should have water resources and the floor should be easy to wash. Raw and cooked food should be separated. The school should have refrigerators to store these foods separately. The school should have facilities to prevent flies and rats.

Secondary schools and primary schools should have a school clinic. This area should be designed according to the number of students. The schools with live-in students should have male and female observing and isolation rooms. Facilities should be set completely according to requirements.

Personnel Supervision

Personnel supervision is defined as "Employing, training, changing, examining, promoting, rewarding, and punishing the teachers and the staff."

From the end of the Qing Dynasty, in both the public and private schools, personnel power was controlled by the principal. The principal mainly used an invitation method to employ teachers and staff. In the invitation letter they stated the position, the salary, and the period. Usually the period was one semester or one academic year. When the teachers or staff finished the period and didn't receive a new invitation letter, they were dismissed. They could be fired within the contract period, at any time.

After the establishment of People's Republic of China, the new government took control of the schools and discarded the old educational and personnel system. The government established an organization and special administrators to supervise personnel work and to assist the school leaders in employment, training, etc. Usually there are personnel divisions in higher education and in specialized secondary schools. Middle or primary schools, if large enough , have special personnel administrators. If they are too small the principal and assistant principal are in charge of personnel administration.

The responsibilities of the personnel division of higher education are listed below:

1. Employment and transfers for all personnel
2. Procedures for employment and release, change, and promotion of administrators
3. Coordination with the dean of studies and other department heads to conduct job analyses and prepare job descriptions
4. Administration of evaluation, examination, rewards and punishment of the teachers and staff

5. Coordination with the deans of studies, departments, and divisions to plan and implement staff development programs for teachers and staff

6. Administration of the evaluation of the political behavior of the teachers, staff and students, and the administration of personnel documents.

7. Responsibility for teachers' leave requests, long-term leaves, retirement, and termination

8. Salary administration for teachers and administration of student aid and scholarships.

9. Responsibility for admission of students and assignment of graduates according to the national plan.

10. Investigation of all personnel related aspects of the school, preparation of statistical reports, etc.

Life System

This is the system the school uses to arrange the studies, labor, social and political activities, science and technology activities, recreational activities, entering and leaving schools, meals, rest, and sleep.

The content of the life system of a school includes the school calendar: setting the beginning and ending of the school year and semester, including class time and examination time, winter and summer vacation and other vacations, as well as sports games, labor production time, and group social service time.

The class schedule should be planned according to the students' age and characteristics. Lower grade students have a relatively short attention span and tire easily; therefore, every period should be about 30 minutes. In higher grades each period should be about 40 minutes. In middle school and university, periods should be 45 to 50 minutes. There should be a break between classes. The schedule should also reflect the different nature of the subjects, especially considering the requirements for abstract thinking and memorizing.

The after class activities and time schedule consist of the arrangement of homework, political activities, science and technology activities, recreation and physical exercises, welfare activities, free activities, personal health, meals, and sleep. The school should monitor the students to insure that they obey the regulations.

School Teaching Administration

School administration is the scientific administration of the whole process of teaching according to the laws and principles of teaching. The concrete tasks of school teaching administration in China are:

1. scientifically organizing the teaching process and supervising teaching practice in order to implement the teaching plan and insure quality teaching;
2. setting and implementing all relevant regulations and systems;
3. establishing and strengthening the teaching system, making full use of the division of studies and the division of teaching and research;
4. dealing appropriately with student-teacher relationships;
5. helping teachers to use appropriate and effective teaching methods based on the teaching plan, teaching guidelines, and teaching materials;
6. scientifically utilizing facilities and teaching tools to optimize teaching results.

The main principles of school teaching administration are (1) fully implementing the teaching policies set by the government so that students develop in all aspects of morality, intelligence, and physical health; (2) concentrating on teaching but not overlooking other relationships relative to teaching; and (3) trusting teachers to teach professionally.

The chief elements of school teaching administration are

(1) establishing the teaching plan according to the tasks of the school, the training goals, and the upper level regulations from the educational bureaus; arranging the teaching, labor, production, and outside activities; and organizing the teachers and other personnel to carry out the tasks of the school.

(2) monitoring the quality of teaching, including teachers' political requirements, working attitudes, and professional levels as well as educational quality; implementing the quality standards of the links in the teaching process, including preparation for instruction, instruction, homework, and guidance; communicating the basic requirements for students, including moral, intellectual, and physical education and diligent study in all classes (The evaluation of teaching should include the entire process of teaching, not only the evaluation of the results, but also the quality of all the links; supervision should be regular and systematic, and should be combined with suggestions to improve teaching as well as a complete summary of the process; and the process should include provision for the exchange of communication in order to discover existing problems and proposed solutions).

(3) supporting teaching, including (a) organizing classes, arranging schedules, checking attendance, and compiling statistics; and (b) administering student rules, teaching documents, and the statistical data.

Chinese Communist Party Educational History

Education has served the class struggle more or less since the founding of the Chinese Communist Party. As early as 1934, Mao proposed the education policy of Soviet Union in the revolutionary area of Jiangxi. This policy said the Chinese people should use the communist spirit to educate all the poor people, make education serve the revolution and the class struggle, and structure education and labor so that every poor person can have the opportunity for an education.

Between 1937 and 1949, the period of the Anti-Japanese (World War II) and the Liberation Wars, different education policies were adopted according to needs of different revolutionary periods. In 1937, Mao reported in his work "Discussing the New Period," that culture and education should meet the needs of war. In 1940, he proposed an education policy called National Scientific and Overall Population Education. In 1941, he said in his work called "To Reform Our Studies," the Chinese should conduct research on the Chinese revolution and practical problems. They should be guided by the basic principles of Marxism and Leninism, but should discard the method of studying Marx-Lenin in isolation. In 1945, he proposed again in his report,"Discussing the Coalition Government," that Chinese culture and education should be new and democratic, that is to say, China should establish its own national scientific and overall new culture and new education.

After the establishment of the Peoples Republic of China, the overall direction has been that education should serve the socialist construction. Every level of education should train students in moral, intellectual, and physical development, and in socialist conscience. The object is to train a new person who has ambition, morality, knowledge, and who obeys laws. But in this period, because of historical reasons, the establishment and definition of educational policy went through a process of gradual change. On March 18, 1952, the central government published the temporary regulations for primary and middle schools. It proposed to educate and develop the student fully in terms of intelligence, morality, health, and aesthetics. By 1956, the country had basically finished the socialist transformation of agriculture, craft industries, heavy industries, and commerce. In February, 1957, Mao suggested in his report, "Appropriately Dealing with the Conflicts Inside the People," that education policy should provide for moral, intellectual and physical education to develop socialist consciousness and knowledge in its recipients.

In 1958, the central government and The People's Congress proposed the Party's education policy as follows: Education serves the proletariat; it should be related to labor and production, and it should be led by the Party in order to

implement these policies. The new person who is fully developed in the communist society should have political consciousness, knowledge, and should be able to do mental and physical work.

During the Cultural Revolution, education was badly damaged by Lin Biao and Jiang Qing. After October, 1976, the Party and the government made a number of significant adjustments and changes.

On April 22, 1978, Deng Xiaoping stated the following at the country's educational conference: "Does there exist any quality standard of talent? Yes there does. This is what Mao said. We should develop a person who has morality , intelligence, and physical development, and who has socialist consciousness and knowledge. We should master and develop modern scientific knowledge and new techniques in all walks of life. We should create a higher production rate than the capitalist countries to build our country into a modernized strong socialist country. Besides the mental aspect, we should triumph over the capitalist influence to train the laborer with a high scientific and technology level, to train intellectuals both red and expert. These requirements are the needs of proletarian politics."

In June 1981, the eleventh Party conference enhanced the position and functions of education and science in modernization and construction. Intellectuals are a central force of socialist modernization and construction.

The Central Educational Administration Commission

The Central Education Commission established in 1985 replaced the Central Education Ministry, which was founded in 1949. It was more than a name change. The Ministry was a lower level bureau in the central government, which was the primary operational agency for the administration of all the education programs in China. The Commission enjoys a higher position in the bureaucracy, but has yielded the bulk of its former operations, including the primary financing responsibility to the local education commissions.

The Central Educational Administration Commission still operates the key normal universities and the Central Educational Administration Institute described earlier. It also is charged with the coordination of local departments, international educational exchanges, publishing materials, educational television, minority educational programs, etc. However, the new emphasis is on policy development to a much greater extent.

Local Educational Administration Commissions

Local educational administration .commissions are separated into three levels: province, city, and county. They are under

the leadership of the government at the same level, but at the same time are under the leadership of the central educational administration commission. As has been stated before, there is a considerable effort to decentralize the administrative structure.

The provincial educational administration commissions are to provide operational leadership for all of the state-run schools in their provinces. The Jiangsu Province Educational Commission was organized into four bureaus: Adult Education, Higher Education, Education, and Political Education. Each reports directly to the Commission Director, who reports directly to the provincial government. Both director and associate director of the commission are appointed by the People's Congress of Jiangsu Province. Chiefs of the four bureaus were selected by the employees in each bureau.

The Jiangsu Educational Commission has a annual budget exceeding 1,000,000,000 yuan, which is collected through a tax on enterprises in the province and represents approximately twenty percent of the total provincial budget. The tax rate varies from one to three percent of the net profit of the enterprise. There is a special accounting agency in the bureau to audit the expenditure of these funds at both the bureau and school levels. Provincial funds comprise sixty percent of the budgets of local schools; the other forty percent is raised loçally. Some funds are occasionally received by the Commission from the central government for special projects to encourage development. Jiangsu had two such programs, one in special education and one in vocational education.

The Jiangsu Educational Commission was severely understaffed to fulfill its new responsibilities. It is responsible for supervising school construction only if provincial funds are used. Provincial level administrators have to rely on local agencies to do the supervision of teachers, although they are responsible for the supervision for the entire system. Reflecting the personnel shortage and the importance of the commission, most commission personnel were under the age of forty and were graduates of colleges or universities. Unlike university faculty and adminisrators, all commission employees are required to have experience in the schools. When new graduates lacking the desired experience are assigned to the commission, they are placed in a school in the province by the commission for at least a term.

Part III
Instructional Materials

We now turn to the examination of some textbooks in current use in the educational administration curriculum. It has been general practice for the professors in each university to prepare

textbooks for their courses. This has been made relatively easy in the absence of copyright laws. Most texts are compilations of previously written materials, with individual slants suited to the teaching professor.

An example of a relatively comprehensive textbook in the field, Issues in Secondary School Administration, lists Xi Bai Hou and Lu Song Min, as compilers. Although the text was published by the Sichuan Education Press, specific references are generally taken from documents originating in Beijing (see * items). The table of contents as translated follows:

1. School Administration Is An Important Science of Education
2. School Administration Work
3. School Administration Is An Important Science of Education
4. Static and Dynamic Administration of Schools
5. Issues in School Administration
6. Characteristics and Principles of School Administration
7. Core Principles of School Administration
8. Several Questions in Improving the Level of School Administration
9. How to Plan School Work
10. A School With Correct Education Ideology
11. Several Opinions to Reform Secondary Normal Schools
12. Quality Control Problems in the Secondary Schools
13. Administration in Middle School Professional Education
14. Approaches to the Development of Professional and Technical Education
15. Two Questions in School Administration
16. Several Points in the Scientific Administration of Teaching
17. Teaching Quality Administration is the Basis of Teaching Administration
18. Teaching Administration Should Administer Teaching and Learning Well
19. Teaching Administration
20. How to do Well in Teaching Administration
21. To Strengthen Teaching Administration and to Improve Teaching Quality
22. Establish Ability Grouping in the Teaching of Educational Administration
23. How to Set Appropriate Ideology and to Teach Administration Well
24. How to Improve Teaching Quality in Educational Administration
25. How to Arrange The Schedule
26. Love Library Work and Serve Teaching
27. How to Run the School According to Educational

Principles
28. Implement the Responsibility System and Make Administration Scientific
29. Several Key Factors in School Planning Administration
30. Science and Democracy in School Administration
31. The Responsibility System of School Work
32. How to Practice Principal Responsibility System
33. Strengthen and Perfect the Administration System of School Data
34. Strengthen the Administration of Data, Records, and Documents in Middle and Primary Schools
35. What Kind of Documents Should be Established in Middle and Primary Schools: One Measure to Strengthen School Administration
36. The Function of Scientific Organization
37. Count on the Teachers to Run the School Well
38. How to Use the Potential of Teachers to Improve Teaching Quality
39. Administration Reform Should be Favorable to Motivating the Teachers Enthusiasm and Creativity
40. The Science of Administration Should be Based on the Characteristics of Teachers
41. How to Motivate Teacher and Staff Enthusiasm
42. What Kind of Administrative Characteristics and Qualities Should the Principal Have
43. What Kind of Qualities should A Qualified Principal Have
44. The Principal: Teaching and Doing Administration
45. Principals' Responsibilities
46. How to Be a Middle School Principal
47. Be Clear About the Scope and Responsibilities to Strengthen Scientific School Administration
48. * The Responsibilities of Middle School Principals in Beijing City
49. * The Responsibilities of Middle School Deans of Studies in Beijing City
50. * The Work Regulations of the Director of Teaching and Research in Beijing Middle Schools
51. How to Be a Qualified Dean of Studies
52. School Administration Work
53. The Responsibilities of the Dean of Studies
54. How to Administer According to Educational Principles and Try to Be a Good Class Director
55. Administration of Class Director Work
56. Establishing Class Director Work
57. How to Set the Plans of Class Directors
58. How to Develop After-class Activities and Activate Ideological and Political Work
59. How to Conduct a Class Topic Meeting Well
60. How is My School Developing After-class Activities?
61. Temporary Regulations For Work and Study in the Middle Schools and Primary Schools of the Country

62. How to Develop The Study and Work System
63. The Administration of Physical and Health Education
64. Key Factors of the Administrative Process of General Affairs

A content analysis of these articles was conducted, using the traditional American categories of schools of management: functional management, scientific management, democratic management, and behavioral science management. The results are provided in the table below.

Content Analysis

School of Management	Number of Articles
Functional Management	24
Scientific Management	12
Democratic Management	22
Behavioral Science	01
Total	59

Five of the articles dealt with educational administration pedagogy, and were not included in the classification.

We offer apologies to S. L. Shao, the author of the next excerpt, and to the reader. It was impossible to meet with Professor Shao as planned; therefore, we did not have an opportunity to discuss his writing with him. The excerpt chosen for inclusion was written in English. Our editing was limited, but we fear that we may not have a totally accurate representation of Professor Shao's intent.

"Characteristics of Systems in The Teaching Process", Abstracted from: Information Theory, Cybernetics, System Theory and Adult Education, S.L. Shao, 1986 (In English)

The system theory, according to its general meaning, is a scientific way of thinking. It regards all things (animals and human beings included) and processes in the objective word, as a whole, large or small, in accordance with its characteristics of mutual combination, communication, and interaction. Certain independent systems constitute a large system, and several independent large systems a macro system.

In the twenties of this century the system theory appeared in the world as a science but it did not develop widely until late in the forties after the continuous appearance of synthetic giant engineering systems, such as the manhattan project of making the nuclear-bomb, intercontinental radar prewarning channels plan, Apollo on moon project, etc. Today the

thinking and the engineering method of system theory have shown great practical value in military affairs, economics, industry, agriculture, biology, psychology, and all kinds of administrations.

We sum up the main content of the system theory into four points: 1. Views of generally concrete systems are various. The system theory gives up the particular functions of all kinds of concrete systematic project, biology, administration, intelligence, production, etc.,but abstracts the common property which all systems posses to research the most common law of motion in general systems. The identity in all systems are as follows: (a) all systems are a whole comprised of several in a certain structure (b) each communicates and interacts with each other to complete the general function of the system (c) each part has an independent function, but the system of which it is comprised has a general function which is larger than the sum of all independent functions, that is, the system has a new function which every part can not posses. 2. Views of organization, system and parts are all in the organized state (organic or orderly state) and the medium environment the system and parts is also a orderly subsystem. In the light of system theory only organized systems will become controlled, yet every organized system can not be controlled come what will. 3. Views of motion in the broad sense, to investigate the behaviors of the system from the view point of movement and development is a basic characteristic of system theory. In the past the characteristics of system theory were analyzed by method of mechanism in the static view, so it was impossible to research such an important problem as stability of system motion. The dynamic research method of system theory is influenced by the information as a control function. It follows that instructions control action making system in motion, interaction of the the system and environment, and controlling action mean the process of input, flow, and output of information flow. The system theory not only researches the control characteristics of the straight channel through which information from input flows to output, also takes the function of feedback channel into account, that is, the results (output) of system under control can be sent back to the end of input along feedback channels. The feedback of information nearly always has significant meaning for improving system function, especially for assuring the stability of the system. 4. Views of level (degree), system pays full attention to the level of structure of any system, because existing complicated connections between these subsystems and those subsystems, between subsystems and environments, and between large system and environment. We should never statistically and singly investigate the status and action of a certain subsystem in the whole system, but should research action exerted by each subsystem in the completion of the general system function from the interrelated and inter-conditioned dynamic process.

1. The function of evaluation in the learning link:

The general effect which students get when they study a certain course is taken through each learning link at the same level, therefore to find out the function evaluation criteria of each link which is contributive to the general learning effect is helpful to understanding the action of each learning link correctly, arranging the study time reasonably and mastering the study method scientifically. The method for the function evaluation coefficients of each part of calculating system in system theory may help us to solve this problem. We imagine that there are eight parts in a certain course, such as preview, attending lectures, reviews, exercises, practices, extracurricular readings, discussions and exams. We make comparisons in couples according to standard of every path acting on the general learning effect. If certain links acting on the general learning effect is larger than others, it will get one mark. If the case with it is contrary, the marks gained at each link is divided by the total marks of each part giving us a function evaluation coefficient of each part. From the calculation result, we know (a) the overall function evaluation coefficient of the learning system of a course is equal to one, (b) the part with the largest function evaluation coefficient is more contributive to the general learning effect, (c) the part with zero function evaluation coefficient indicates that that part makes the smallest contribution to the general effect of the system, but does not indicate that it has no function at all.

2. The evaluation of the course arrangement in the teaching plan

In general we are only concerned with how many courses should be arranged in certain fields of study, but pay little attention to the quantity indication of status and function of a certain course in the whole teaching plan. From a system point of view a teaching plan in a field of study is a multilevel system. For instance, the whole system of a teaching plan for an undergraduate course has three subsystems, that is, the basic course, the basic specialized course, and an experiment technique, and each subsystem has three more small subsystems in turn (It will be subdivided no further.) The overall function coefficient of each level equals one. Researching the influence of some course on the teaching plan in this case actually inspecting the contribution to the completion of the overall function can be accomplished by multiplying the function evaluation coefficient of the course by the coefficient function of the level. The different values indicate the degree of influence on the general function.

3. Applying the principle of invariant load to teaching policy decisions.

The principle of invariant load is a game bit of action produced from theory of system. It tells us when a crisis comes (market crisis in industry, disaster in agriculture, traffic

congestion, and so on). They must not be so neglected that they become more serious, or only coped with passively. We must actively find new ways of avoiding crises, even changing them into new favorable situations. In the late sixties of this century the petroleum crisis internationally broke out and its price increased sharply. In the USA and in West Germany, the car merchants producing luxury cars were given a deadly blow due to the slow-selling of their products. But the Japanese using the principle of invariant load of the users economized on oil and produced inexpensive cars, and the international market was won by the Japanese merchants. Japan's automobile industry was saved.

In the teaching process crisis comes frequently: The learning load of students is too heavy, under the guidance of invariance of learning load of students we make policy decisions to avoid the disorganization of the teaching system. Increasing the time for recreational activities 10/100, will result in reducing the heavy load on students through proper arrangements and trouble free channels between them. What is achieved in the end is to maintain the steady teaching order, indeed, to promote work in all respects.

4. Rational Distribution of Teachers

A university consists of many teaching groups, and it is always a problem for school administration how to distribute teachers rationally. Our government has given us two quotas; the total number of students at a university, and the ratio of students to teachers. However, owing to the various factors, such as the features and the degree of difficulty of certain lectures, and the number of students participating in class, etc., it is clearly unreasonable to distribute teachers merely according to teacher-student ratio. But, it is too troublesome and impossible to succeed in attempting to obtain an optimum scheme. If all the details of every teaching group, every teacher, every lecture, and all kinds of teaching methods, etc., are really taken into account, though the intention is quite good. Yet, should theory of system be applied to this subject, and all the overlapping details, the problem could be completely canceled, and the crux united macroscopically.

From the system point of view, teachers can be treated as a kind of resource, and teaching group as a load unit with fixed resources which are consumed in the form of lectures. So it is a problem of rational distribution of resources under the conditions of fixed resources, fixed numbers of teachers and students at school, and a fixed load unit, fixed numbers of students and lectures. The figure is a simplified chart of rational distribution of teachers. It is not difficult to derive the following mathematical formula through research on this chart:

Teaching Load in
the Whole University

I.R.S I	I.R.S II	I.R.S III

Model for Distribution of Teachers

(a) Where L = Load of teaching in the whole university
C = Years of educational system
l_i = Load amount of each lecture
H_i = Periods of each lecture
S_i = Amount of students participating in class
K_i = A coefficient indicating the degree of difficulty of each lecture
E = Summation

$$L = C \times E l_i \quad (i = i \text{ to } n)$$

$$= C \times E K_i H_i S_i \quad (i = i \text{ to } n)$$

(b) Average amount of work R for a teacher within C years:
(E) = Summation

$$R = \frac{L}{P}$$

Where P = total number of teachers in a university

(c) Number of teachers of every instruction research section should be distributed M:

$$M = \frac{Q}{R}$$

Where Q = teaching load of a Instructional Research Section within C years.

The application of the system method to educational research is not only confined to the above stated fields; in fact in the management of teaching administration, construction of laboratory, library service, distribution of teaching points, or even educational psychology and teaching method, etc., the method may also be applied to the quantitative research in planning,

scientific management, service evaluation, the checking up of efficiency, etc. By the application of system theory thoughts, views, and methods, we can gradually break down conventions of qualitative study, and enter an exacting scientific field with mathematical logic as its criterion. People often discuss educational benefit which is extremely important for the educational cause, but when only talking about our own view and its importance all day long instead of applying mathematical methods and system theory, we can not possibly have a grasp of the main points, and of a preconceived idea before doing anything. The successful establishment of industrial agricultural, economic science, and system engineering, etc., means the combination of system methodology with each specific science that makes their planning, management, overall planning, transportation, investigation, adjustment, etc., deviate from the old path that may be different according to individual and provides scientific methods whose objective law can be followed.

The cause of education, in comparison with the above mentioned departments, is more complicated in property; it concerns people such as students and teachers acting in different roles and their psychological process; at the same time it is influenced and conditioned by both national economy and superstructure, too. But at any rate it is a structure with organization and levels in the large system of the whole society; through psychological action it is also an organized process subjected to psychological action. It is also an organized process subject to both psychological and social system. Thus, under the guidance of system, it will be practicable to explore the scientific laws of educational planning, management, overall planning, adjustment, etc.,that is to say, to treat educational practice and theory by the methods of engineering design. The establishment of educational system engineering, ie., to research on various macrocosmic laws of educational phenomenon by system logic, taking long views, makes some subjects of education study (as described above) (in the normal case it is impossible to have quantitative research into them.) obtain new math treatment method best considered an originality; taking short view, the establishment of educational system engineering will eventually completely change the situation of education study (perhaps including other social sciences), accordingly the educational cause will become an engineering system whose structure is more rational and severe, plan and function are more sound, economic benefit is more valued, and organization is more flexible and coordinated.

As in the United States, the study of educational administration utilizes theory and research from other fields of

administration. The following text, representative of those available in China, draws heavily upon Western ideas. McGregor, Fayol, Weber, Mayo, Barnard, Simon, Maslow, Blake and Mouton, Homans, and Vroom are but a few of the familiar names found in it. The selection below is representative of the treatment accorded the subject. (Xue, Lian Chang and Lu, Cheng Zhong, Management Psychology, Beijing, Science Press, 1986)

Introduction
Chapter 1, Management is a Science
Section 1. Management in Ancient China
Section 2, Development of Management in the West
Section 3, Development of Management Psychology
Chapter 2, The Basic Principles of Management Psychology
Section 1, The Assumptions About Humans and Management Theory
Section 2, Motivation and Incentives
Section 3, Group Psychology and Management
Section 4, Leadership Psychology and Management
Section 5, Organizational Psychology
Chapter 3, Applications of Management Psychology
Section 1, Personnel Management
Section 2, Business Management
Section 3, Tourist Management
Section 4, Industrial Management
Chapter 4, Research Method in Management Psychology
Section 1, Principles
Section 2, Common Methods
Section 3, Computer Applications
Section 4, Selection of Appropriate Statistics
Chapter 5, Introduction to the Research of Management Psychology in China
Section 1, Research on Labor and Attitudes
Section 2, Research on Group Consciousness
Section 3, Research on Attribution Process
Section 4, Research on Incentive Methods
Section 5, Research on Leadership Behavior
Section 6, Current Management Psychology

Chapter 5, Section 3. "Research on Leadership Behavior," provides a description of a management analysis system of Japanese origin. The system is labeled the PM system. "P" stands for performance which is defined as efficiency and the ability to plan. "M" stands for maintenance which is defined as the ability of leaders to organize and maintain the organization.

PM is described as a quantifiable system. Both the P and M dimensions are composed of 20 items to measure leadership in a company setting.

In addition to the leadership dimension, this system has another schedule of 40 items allowing quantification of the whole operation of a company. The 40 items yield 8 different factors upon which the whole operation is assessed. These 8 items include incentives, degree of satisfaction, welfare conditions of the factory, psychological health, group coordination ability, meeting efficiency, communication, and performance measurement.

To employ this system workers evaluate lowest level leaders and each succeeding leadership level evaluates the next higher. The top leaders evaluate themselves.

Anonymity is assured each worker and lower leaders. When a significant difference between ones self evaluation and ones subordinates is observe, individual items are examined to ascertain the source of the differences.

Z scores are utilized. The instruments are composed of five choice multiple choice items. An overall company comparison can be made through the use of a quadrant with M as the vertical axis and P as the horizontal axis. This allows the determination of the average evaluations of all managers and permits the evaluation of an individuals score with that of the entire organization.

"On Reshaping the School Administration System

This article, published in the leading Chinese educational journal, was written by the principal of the secondary school attached to Nanjing Normal University. The subject is the responsibility system, which deals with the relationship between the party secretary and the principal. The dual system of Party and administrator is in obvious conflict with the Western organizational principle, unity of command. It is also in conflict with the current policies of the central government. Local Party officers have not always been cooperative in yielding operational authority, despite forceful central government prodding. Li Yeguang is obviously courageous in publishing his support of the policy as follows:

School administration is a critical part of the reform movement. It is like the vital part of a machine. Reform must be successful in schools for societal reform.

The 1978 Reform gave the principal responsibility of school administration to the leadership of the Party. It is now recognized that this system has many shortcomings. It involves the Party in day-to-day operational matters and the principal has no real authority. The division of responsibilities is not clear. Authority and responsibility are not equal and there are too many levels of administration. The system violates the chain

of command from the education bureaus to the schools. The bureau has no power over the Party. There are two sets of administrators in every school; the secretary and vice-secretary are one set and the principal and vice-principal are another set. How should the authority be divided?

People once thought that only the Party could do anything. This is not true. It is true that the leaders of the Party should regulate policy matters. They should not lead in operational management.

Hu Yao Bang (The General Secretary who was deposed in reaction to the student demonstrations of December of last year.) has said that the Party is not a power organization. It is a political and policy making leadership group. The Party's responsibilities in schools are to elect the leaders, assign students, and monitor the school. The Party should not be the equal of administrators in operational matters. The Party should not be involved in operational management.

The function of Party leadership should be educational, not administrative. Party leaders should be models of behavior for others. The Party must lead by example.

The Party can use many different channels in its leadership effort. The Party should set educational policy, policy toward intellectuals, policy for the school system, policy for teaching, and other important regulations.

If the principal responsibility system is implemented, the Party can rid itself of all administrative affairs. The Party can then concern itself with the unions and the Teachers' Representative Congress.

The principal must of course report his ideas, plans, and progress to the Party. The principal could not be successful without the cordial support of the Party secretary. The Party's monitoring will make it possible for the principal to avoid dictatorial administration and other errors.

It may seem as though the responsibility system would allow the principal to control everything. This is not possible. The principal must operate in a democratic manner in order to succeed. The principal must consult with others. He must seek advice, and he should be monitored by the secretary. However, when the principal decides to implement something, he must be obeyed.

In addition the principal must support and allow the Teachers' Congress to consult and advise him, and the Teachers' Congress is under the direct leadership of the Party. The Congress should discuss the school development plan, the budget,

and other important regulations. The Congress is very important, but it cannot lead the principal. It can not fire the principal.

The Teachers' Representative Congress is a good form of democratic leadership, but it need not be the only form of democratic leadership in a school. The school can establish other kinds of democratic leadership. For example, the school might establish a school affairs committee with only a few prestigious members to assist the work of the principal. A school might establish student-parent committees to advise the principal. Some schools have already formed special committees to advise the principal in areas such as health and physical education, landscaping, etc.

In order for the principal responsibility system to function properly principals will have to be chosen very carefully. A principal should have the following qualifications: (1) a good political and educational background, (2) a love of teachers and students, (3) an understanding of Party policies, (4) an understanding of the legal aspects of education and the requirements of the principalship, (5) a high level of competence, and (6) creative ability.

There are a number of concrete issues concerning the proper implementation of the principal responsibility system which will now be discussed. How should principals be selected? Three methods are used in Nanjing: bureau appointment, Teachers' Representative Congress selection, and self application and approval.

The term of service of the principal may be either three or six years. The principal should be allowed to serve more than one term.

In general principals should be young. We must overcome the prejudice against inexperience, but we should not adopt fifty as a cut-off age. Many fifty year old people can serve well due to their ability, maturity, and experience.

The bureau will play an important role in implementing the reform. As a consequence, bureau personnel should also be selected with care. Bureau personnel should be selected to provide diversity. Some should be in their thirties, some in their forties, and some in their fifties. They should come from differing educational backgrounds. Some should be selected from the humanities, and some from the sciences. In brief, the bureau should be multi-dimensional and dynamic. People with keen observational skills, analytical skills, outstanding judgment, decision making skills, and organizational skills should be selected.

How much power should the principal have? The principal must be allowed to recommend his choices for the vice-principalships, As a rule the recommendations should be approved by the bureau. Middle level leaders should be appointed by the principal with no additional approval be necessary. The principal should have controlling power over all the financial aspects of school operations. Moreover, the principal should have the unique power to make decisions.

"Frustration Theory and Educational Administration"

Song Yue Li is one of two associate professors assigned to the educational administration program at Nanjing Normal University. She graduated from East China Normal University during the Cultural Revolution. Her bachelor's degree is in educational psychology. In the article translated below she looks at Freudian theory for possible implications in educational administration from the view point of dialectical materialism.

Freud's Frustration-Aggression Theory postulates a number of factors that prove to be obstacles to human performance. The underlying causes are posited to be of biological origin.

Sullivan and Horney have argued that human behavior is affected by the environment as well as biology. Environmental factors include society, culture, and family experiences. Such a view reduces the application of animalistic characteristics to the behavior of human beings. They say frustration is caused by inability to reach goals.

Two Yale researchers, Dollard and Miller, found that aggression usually results from frustration. Therefore, if aggression exists, frustration has preceded it. Aggression then would be analyzed in terms of frustration, and frustration can be used to forecast aggression. This theory is biased because the relationship is not absolute.

Kurt Lewin has said frustration results from needs not satisfied, but needs are based on ambition. For example, if there are two students, and one expects to score 80 on a test and the other expects to score 100 on the same test, a score of 90 will satisfy the former and frustrate the latter. There can be two reactions to one result.

It is a fact that behavior is not consistent with age. When children are allowed freedom while playing, they will exhibit creativity. If they are not allowed freedom while playing they will regress. In 1939 Lewin conducted research on the impact of leadership style. He concluded that democratic leadership results in united membership and optimism, but that dictatorial

leadership resulted in defensive behavior. Both young and old respond in similar ways.

Fritz Heider said that not all frustration will result in aggressive behavior. The key is to understand whether the cause of the frustration is perceived to be intended or not. He emphasized that the subjective perception of the frustrated individual influences his ability to endure. T.W. Nickel supported Heider's opinion. He said that open frustration and harmful intention would both increase aggression.

A. Bandura said that the way people deal with frustration depends on their past learning. Learning consists of an individual's experience and observation of behavioral models. The past frustration of a person is also critical in one's ability to endure. This theory is similar to that of the Yale study. They both emphasize the influence of experience and learning on behavior. The substance is really behaviorism.

Frustration yields both positive and negative influences on behavior. On the positive side, frustration is a kind of internal motivation. It can enhance a person's ability to react. Frustration can strengthen reaction. Some research has found that low achieving secondary students are not frustrated because they are not ambitious. Because they have no internal motivation they cannot become good students.

Frustration can cause will power to increase. One can learn to deal with frustration with experience. If a child does not meet with frustration in childhood, they will have no chance to learn to deal with frustration in a positive way.

Frustration can lead one to a higher level of creativity and learning. It can also have bad results. Teachers and principals should not ignore frustration in students. If the frustration is not dealt with properly, it can have a heavy negative impact on the student.

The American psychologist Fromm said that motivation is equal to expectation multiplied by the value achieved through goal attainment. In one experiment, middle school students with low grades were found to have reduced future expectations of the magnitude of minus 80 percent.

Creativity may also be influenced negatively. Creativity is fostered under peak conditions. Frustration conditions may greatly impair creativity.

Frustration may also cause mental problems, psychological problems, mental disorder, or psychosis. The school should provide the education necessary to prevent these problems. Self

control may also be reduced. A frustrated person may become disturbed or even criminal.

When a person's goal cannot be reached he will be frustrated, according to Sullivan and Horney's theory. The school should guide teachers and students toward proper goals and should provide the conditions under which the goals can be obtained. Lewin stated that needs are strong. Teachers need to understand the needs of children and to explain to children that the needs of the individual and the needs of the group are subordinate to the needs of society. Children will learn to control frustration this way. In cases where learning levels are low, and attitudes are poor, the teacher must help the children understand the situation, and help them enhance their attitude to increase learning.

Educational level affects reactions to frustration. We can predict one's reaction to frustration based upon our knowledge of the person's educational level. Reactions to frustration are also affected by past experience and the level of frustration. Schools should provide guidance to help children understand their level of frustration and their past experiences in order to allow them to control their behavior. We should model appropriate behavior and provide examples of controlling our behavior in movies and novels. School leaders should learn from Lewin's research, and provide democratic leadership to control results of frustration.

People use aggressive behavior, defensive behavior, retreat, goal displacement, or persistence and satisfaction in reaction to frustration. Since the seventies, some Western psychologists have urged attitudes of tolerance and attempts to change environmental conditions in order to control behavior. This is not a substantive method. The problem is that frustration theory does not place enough emphasis on willpower as a tool to deal with frustration.

Frustration Theory and Motivational Theory both deal with the causes and adjustment of behavior. They provide a certain basis for behavioral control, scientific management, intellectual development, psychological development, and forecast procedures needed to control crime. Frustration theory is constantly under development, but because it lacks the theoretical basis of dialectical materialism for its methodology it does not adequately emphasize the positive willpower. For this reason we must add the methodology of dialectical materialism and emphasize the positive role of the person in dealing with frustration. We can also introduce systems theory, information theory, cybernetics, and modern scientific methodology into frustration theory to strengthen forecasting and controlling elements. We can study both macro and micro levels, both systematic and

synthetic methods, and use the results from other fields to form a frustration theory which is suited for China.

Case Studies

The case study is also a frequently used methodology. The translations of case studies which follow are illustrative of the cases being used. They also provide some insight into the day to day work of the Chinese educational administrator. The case studies have questions at the end to serve as class discussion guides.

"Four Principals Discuss Two Class Problems"

During the summer vacation the provincial education union organized some of the middle and primary school administrators to go to tour a famous mountain. Principal Yan of a key middle school, Principal Zhang of a non-key secondary school and Principal Wang of a junior middle school had been good friends at the university, and by accident were placed into one group at this time.

As they sat on the bus together, they felt very good about the outside countryside scene. They couldn't help feeling that the reform of the past several years in the countryside was very good. Then their topic changed to education reform.

Zhang said first, "The rapid development of world science and technology demands more and more for the training of talents. Now people say that school education is facing new challenges. They say that as well as doing well in the class, the school should develop and do well outside class-- thesecond class. What do you think of that?"

Yan understood what Zhang said and smiled. He said, "We are still in discussion, but I think if we want to place more importance on the second class, we should change the traditional concept which has the second class as only a subsidiary of the first. The second class was considered as only an extension and supplementary to the first class. We should place it at the same level of emphasis as the first class."

Wang interrupted, "Should we emphasize them equally?"

"Yes we can, and also we should." Yan said to Wang. "During the fifties and sixties our schools organized some subject interest groups and also opened some electives and achieved good results. In recent years, we resumed elective courses and also added such courses as computer and ocean science and Japanese, organized all kinds of class interest groups, and held various kinds of lectures. All these activities broadened

the students' scope of knowledge, trained their interest, and a number of those students have emerged as most promising. What I meant by emphasis on the same level is that these two classes of activities are both important. They complement each other."

Before Wang could respond, Zhang said, "Lao Yan, you said that the second class is important. In this respect I agree, but only after you do well in the first class could your students have very solid fundamentals and trained talents. If you think that only after doing well in the second class could the talents be trained, I think it is not appropriate. In fact, class teaching is the main measure to train talents, so we should not reverse the relationship between what is important and what is subsidiary. We should separate important from subsidiary things. So in my opinion the two classes can not have equal emphasis."

"Yes, I agree. We should not equally emphasize. Equal emphasis means that we do not distinguish the important from the unimportant. In my opinion, what Yan said was biased..." Wang was going to continue, but his speech was interrupted by Yan.

"What I just said should not be understood absolutely. In my school all the students who achieve high rank in all kinds of competition seem to be outstanding in the second class activities. In the past, we didn't place adequate emphasis on second class activities. Now we face new situations. We are required to train creative students, thus emphasizing the second class. Or in other words, it is important to place equal emphasis the second channel. If we want to effect education reform we should start from this point. Lao Wang, I'm sorry I interrupted your speaking."

"No problem." This time Lao Wang has a chance to speak. Against what the two principals said he said, "What you both said is reasonable. As a matter of fact, training students should not depend on only one course of action, but in such "third world" schools as ours at the present time, we cannot excel even in the first class. Our students are those left over after you select. This is called being handicapped from birth. Our teachers are not strong and facilities are poor. Funds are limited. Before they begin, our students have no chance. So no matter what you say, we can only seek to achieve the first class. If we really can do well in the first class, we are satisfied. As to the second class, that is your thing."

"At this time a primary school principal in the seat behind interrupted. You three are holding a discussion meeting. Our primary schools, especially the primary schools in the countryside, are very hard to run. The supervisor requires us to do something for the class. It seems that the second class is the most fashionable. I would think that every school should plan from its real situation. They should do what they should

do. And they should do what they can do. There is no distinct cut-off. Do you think I'm right?"

"Running a school from the practical perspective is right, but we should be clear about the new situations and new developments. These are the real situations we are facing. So no matter what kind of school it is, we should emphasize both classes. If we don't do that, we stray from reality." Yan is again presenting his opinion.

The primary school principal and Wang replied. "Maybe it is not true."

Zhang said, as if he were presiding at the meeting, "I think we've settled it. The two classes are both important. But as to equal importance, I think we need not discuss that for the time being. In one word, we should reform, and the first class should be done well because whether from teaching materials, teaching guidelines, or from distribution of teaching time, the first class still dominates. We should try hard to do the second class activities, yet these activities are constrained by the direction and conditions which vary from school to school, so we should not ask all schools to reach the same level. If we want to propose something, I would think we should do well in the first class for fundamental knowledge to train students' talents depending on their individual characteristics."

The primary school principal added, "Whether of equal importance or not is a kind of theoretical importance, but we are doing realistic work so let's operate from the practical aspect."

"No, it's not only a theoretical question but also a practical question; we cannot avoid it. To say equal importance doesn't mean the first class is not important and even doesn't mean that we need not do well in the first class..." Yan was going to continue, but the bus stopped.

They had reached the first visiting spot. So their exciting topic was temporarily transferred. They got off the bus in succession and followed the group walking ahead.

As they walked, Zhang said humorously, "Let's enter the second class."

1. Against the current trend and the practical situation of schools, analyze the dialogues of the four principals. Do you think a non-key middle school should organize and can organize their second class or not? How can they organize these activities well from the practical situation?

2. How do you understand the relationship between the two classes?

How to Evaluate the Class Director.

In recent years, the principal and other school administrators have held many kinds of discussions with teachers to test methods of evaluating teaching. Although current methods are not perfect, they are relatively feasible. But the problem of how to evaluate the class director has not been solved yet.

At the beginning of the year, the principal, after discussions with some of the administrators, proposed a method of evaluation of class directors based on student performance. The method consisted of scores on ten items used to measure excellence among classes (class discipline, health, morning exercises, blackboard reports, etc.). The class director considered best would be the one whose class scores were highest. This way the evaluation could be quantified. At that time this method was considered objective and useful for comparisons.

But after using this method for half a semester, problems arose. One was that in some classes poor discipline existed because some teachers methods' were not good and they didn't know how to organize the class. If the school put the responsibility on the class director, it was not fair. The second was that the basic level of each class is different. Some class directors of poor classes had done quite a lot of work and the class atmosphere had changed, but compared with good classes, the score was still low. This could not really reflect the work of each class director either in quantity or quality. Because of this kind of evaluation, some conflicts developed among classes.

After the evaluation at mid-semester, the principal proposed two new items. One was the trend of development of the classes. The other was the evidence of a class director doing good things in a particular class. At that time, some teachers agreed and opposite opinions were not very strong, so this standard was settled and tested in the next semester.

At the end of the semester, the new evaluation was made. At this time, it was felt that it was very difficult to detect a trend in the data. At the same time, the previous problems were not solved. After some conciliation efforts the conflict between teachers was lessened. No public condemnation existed but still there was some resentment.

The principal discussed the problem with two vice principals. They decided to hold an administrative staff meeting to have an overall evaluation and summation. In the process the participants spoke frankly and proposed their ideas and opinions. There were some arguments.

A representative of one grade said, "The evaluation of class directors should not use quantitative methods. The work of class director is distinct from teaching work. It has its own characteristics."

The Party secretary insisted that using quantiative methods in evaluating classes had achieved excellent results. "We should not discard the one-semester test, but should make it more perfect." He concluded from practical examples, "Generally speaking, the class in which the students do most kinds of good things always has a relatively good class director."

The director of Pioneers said, "Why should we not use two aspects; one is the frequency of positive accomplishments; the second is the number of students who break the regulations." The group director of politics questioned, "The number of accomplishments and the number of students breaking regulations are related to the class director, but you should not put all the responsibility on the class director, one person. Among the relevant factors there is the influence of society, the family, and of the teachers of different subjects. Those are the results of the combined influence."

In the discussion, two vice-directors from the dean's office also gave their speech. One said, "According to the principles of education, the key work of a class director is to train and organize the class. Whether the class is formed or not can be seen from whether the class has clear common goals, from the behavior of the class leaders, and from the students'capacity for self-control. From these aspects, we can judge whether the class director has done sound work."

Another said, "The class director is the organizer and the educator of the class. To organize the class is primarily to implement the education policy. So evaluating the work of a class director should be based on the three aspects: moral, intellectual, and physical development, also including labor education and aesthetics. So we should consider the evaluation from all aspects of overall development of education to enumerate the main items of class directors' work. For example, the rate of students who have reached the standard of physical development and the achievement of preventing nearsightedness. Also we can hear from other departments such as general affairs and our school factory."

At this time some proposed that the parents also should have a right to evaluate a class director. "We should evaluate the class directors with the parents, for example the times of visiting the family and the effects of the visits.

After listening to all these proposals, the principal thought, "The original items of evaluation and the quantitative

method seemed too simple, but without any quantitative evaluation, it would seem that the evaluation is too subjective. Because of the complexity of the problem, it is very hard to reach a conclusion immediately."

So he exchanged some opinions with the vice principal. "In today's meeting, some opinions were very inspiring. That there should be an objective standard to evaluate the class director is commonly accepted. The problem lies in two aspects; one is whether the standard should be quantified or whether it should be quantified to the greatest extent possible; another is how many items the standard should include. After the meeting I would like to ask you and the dean to summarize the opinions of all the participants, combining the results of the half-year test, to propose an evaluation standard that we can discuss with the teachers. At the beginning of next semester, we should set a method and test it for another semester. I think that after several times of testing, the standard can be gradually improved to make our administration gradually scientific.

1. Do you think the class director evaluation can be quantified? Why?

2. Can you help the principal list several items to evaluate the class director?

When Teachers and Students Argue

Every noon the principal usually walks around the playground and looks at the classrooms or he goes to teachers offices to see what is going on. One day, when he walked out of the building, he saw many students gathered in a place who were very noisy. When he walked a few steps further, he listened carefully and found a group of people quarreling. Among them most students were from Section one of the eighth grade. At this time the principal thought "Was that the student called Huang making trouble?"

When Xiao Huang was a small child, his parents divorced and he was raised by his grandmother because he lacked normal family education and care. He has very persistent and irresponsible habits. After he entered middle school, he didn't concentrate in class and usually in the later part of class he felt uneasy, looked around and distracted other students. Sometimes he disturbed others, especially during the break and after class. He caused a lot of trouble by bullying. Although he is smart, because no one monitored him and asked him to do his homework, he seldom finished and reviewed his homework, so he was always the last in his class.

His class director is an ambitious, responsible person who has just begun his career. He really wanted to make the class

good, but because of his lack of experience, sometimes he dealt with such kinds of problems too simply and too anxiously. In teaching Xaio Huang, several times arguments erupted between the teacher, class director and the boy. Both the class director and the boy were prejudiced, so their relationship became very tense.

In the group, if there is quarreling, probably the boy could be one of them. Thinking of this, the principal approached the group. In his expectation, Xiao Huang was there, also the class director. What was going on? Let me see for a while, the principal thought to himself. Then he heard some students jeering and hooting. Some said, even if the student made a mistake, the teacher should not push the student. The teacher pushed the student. Is that acceptable behavior? Xiao Huang with a flushed face tried to escape from the class director. He was holding the boy by the shoulder. The class director was very serious and commanded him to come to the office. So the two persons struggled.

Another teacher beside the group came out of the group and told the principal how it happened. After the class dismissed at noon, Xiao Huang had no reason, but he made trouble at the gate of the school. He beat up a seventh grade girl. After the class director learned this, he was very angry and looked for Huang immediately after lunch. Just now he met the boy on the playground. In the beginning, in front of the boys friends, the class director commanded him "Siao Huang, what bad things you have done today! You have to confess in front of me and after class you should write your self-criticism.

Xiao Wang said "I am not a bad person. Why should you say confess. I have nothing to report. His attitude immediately provoked the class director and he pushed the boy with his hand. The boy stumbled back for several steps and almost fell down. Then Wang began to curse. Later more and more students gathered and I could not persuade them so I am feeling very anxious.

Finally this teacher asked the principal, "What do you think? Do you want to be involved?"

Just at the time when the principal asked the teacher to handle it and to ask him to tell the class director not to deal with such things when so angry, and wait to talk with Wang after class, the principal was found by some students who shouted, "The principal has come. Report it to the principal, it is not right for a teacher to push a person."

Now the principal felt that he could not escape, so he hailed the class director and the boy to his office. First, he asked the class director to talk about the situation and then the

boy. The situation was the same as what the teacher first reported. The only thing is that Wang emphasized that the class director pushed him on purpose and had the intention to beat him.

But the class director said, "Wang says this to try to provoke things. Then the principal said, It seems Xiao Wang was wrong. First at noon he beat up a seventh grade girl and he should apologize to her. Second, he said bad words to the teacher, it is not polite, and he should engage in self-criticism in the class. It is right for the class director to try to help you. He tried to eliminate your faults. Just at this time, Wang tried to say something, but the principal knew what he was going to say. So he stopped the boy and said "It was too hasty for the class director to push you but his intention was good. You should learn from your short comings. The principal tried to maintain the prestige of the teacher, especially when the class director and the boy both were present. So this was the only thing the principal could say.

But the class director said, "Principal, there are a lot of problems with Xiao Wang. He should be required to relate the previous problems and required to write self-criticism.

This time Xiao Wang could not keep silence any more. He said, "I have nothing to think of. If you said I have to think of this, every person who had fought should also think about this and also should self-criticize."

After hearing this, the class director tried to criticize the boy again but the principal stopped him. The principal thought, In front of the teachers and students it is not good to say some words. He would rather wait for a while, so he looked at his watch and said, "It's nearly time for class. Let's wait until after class."

That after noon the principal exchanged opinions with the class director and pointed out that the teacher should avoid quarreling with students, and suggested the teacher and student talk calmly.

Later he also talked with Xiao Wang and encouraged him to bravely recognize his faults and correct them.

The next day, Xiao Wang apologized to the girl but didn't want to criticize himself in front of the class. After half a month, the situation still existed.

The principal was busy with other work, this thing should be dealt with by the class director.

1. When the teacher and the student quarreled, which is better, the principal deal with it in front of the teacher and student directly or not?

2. How is a principal able to maintain the prestige of a teach in front of a student? in the situation of both having some fault,how should he react?

3. In dealing with these things, is there anything not appropriate for the principal?

"One Day in the Life of a Middle School Principal"

The plan is the guideline for activities and is a good approach to efficient use of time to improve efficiency. How does the principal plan the whole semester, a month, and a week? Different principals have different ideas, but the following is only one example of one such principal.

This principal thought any thing in the school could not be considered as as a small thing. The principal should go to the front line to give directions. If a person thinks the principal should not do any thing by himself, at least he should know what is going on. Only this way could he understand and have the first hand data to promote the whole school's work.

In the schedule of this principal, besides the visiting and meeting outside the school, the schedule is arranged as follows.

In the morning, at 7 o'clock, the principal leaves home and becomes busy in the school. He used to go around to the classrooms to know something about the morning reading of the classes. He calls this walking and seeing and learning. Then during exercise time he goes to the playground to survey. In his point of view he thought that the exercise could most reflect a school's spirit so the principal should go to direct them. After the exercises he usually comments to the whole students and teachers or points out something that students should pay attention to, or to some important requirements.

The first section in the morning he goes to the graduating classes to attend class. In the recent several years he has been paying a good deal of attention to the teaching and leaning activities of the graduating classes. In the second period, he alternatively listened to other classes. He calls this method "control the key issues," but it also involves general affairs.

It is a kind of point versus area method. After the two periods the students do eye exercises. He thought, as the principal of the school, he should go to the students by himself to let the students feel that the principal has paid attention to

these exercises so that they will do well in protecting their eyesight.

At the beginning of the third period, the principal went to the teachers offices whose classes he had attended, to exchange opinions. This is the responsibility for a principal to monitor and direct the teaching and learning.

During the fourth period, according to the plan of the week, he alternatively goes to the school run factory, library, or laboratories to show his attention to all work. Among these places the school run factories is a main source for school activity fee and welfare for the teachers and staff. So this factory became the key unit for the principal to go at least three or four times every week.

After lunch, he knew how to make full use of time. so he talked for a little while with the cook or the administrators of the dining room. Once in a while he asked the teachers and staff's opinion about the dining room. After that he usually would not take a rest. He would hold discussions with teachers by appointment, or deal with conflicts between teachers. or he will answer all kinds of problems and questions proposed by the administrators of the lower level divisions or asked by the teachers and staff.

Then he goes to the research division for planning for teaching activities. The principal thought participating in the research activities could show his attention and emphasis to the teaching of this particular subject and to move the personnel involved even if he couldn't propose any ideas.

After that he will go to the different meetings of the school league or other organizations. In these cases he usually spoke some words to encourage the members.

Besides everyday he will go around the school buildings to look at the students outdoor activities or cleaning work. If he met some conflicts between teachers and students or among students he would solve it. himself.

In the evening still a lot of work was waiting for him to do. He had to prepare for the meeting for the next day or to examine or approve the training plans for the dean's division or dean's office. Or had to look at lists of purchases given by the general division. Time passed so fast, when he thought he wanted to study, he was already tired.

Just like this, the principal was busy all the year around. Except during summer and winter vacation, he passed every day like this. He didn't separate the large things from the small

things. He wanted to control everything otherwise he did not feel satisfied.

Some teachers kindly persuaded him to take care of himself and also some frankly pointed out "A principal like you, not separating the important from trivial things; it is not necessary for you to do so to run a school well." Also some people sincerely suggested that he control the important things such things as the direction of the development of the school or things that affect the quality of teaching. Still some teachers said that the hard working principal is not necessarily an outstanding principal.

But the principal looks at himself, and says to be a principal, how could a person not be busy.

Questions: 1. Analyze the work of the principal from the point of view of administration theory. Point out what kind of things he should do, and what kinds of things he need not do himself.

2. The principal said " No school things could be considered trivial. to be a principal How could a person not be busy? Do you think this makes sense?

Is the School Running the Factory or is the Factory Running the School?

Several years ago the principal tried very hard to establish a small and simple school run factory. Later as the production increased and the condition of the factory improved, the profit increased continuously. This profit improved the school conditions and also increased the treatment and welfare of the teachers and staff. As the scale of the factory and the production profit rose, the conflict between the school and the factory emerged.

In one school meeting the factory leader reported the operation situation of the factory and proposed a reform plan for the factory and asked the administrators of the committee of the school to give support. He said "If we can learn from the experience of Hai-yan Shirt Factory, no ceiling bonus, floating salary, to commend hard working people, to punish lazy persons, and to motivate all the workers, the production could still greatly improved and profit also."

"But now the situation is that some people just saw the factory members got a little more money and they gossiped and said nonsense. This situation really indicates that some people don't regard the factory as important. This is not favorable to the development of the factory or the school so we plan to make a reform approach and hope the administrators of the school pay

attention to the factory and to run it even better. Thus we can increase the income of the school and improve the school conditions."

As soon as the factory leader finished his speech, the dean of students said, " We are in a situation of the school running the factory, not the factory running the school. The school should pay attention to teaching and learning. Education is the key factor of the school. But the salary and bonus rules for the factory members neglect the teachers. How about the front line teachers? Now every time the teachers get paid, some people complain a lot. They say the income of the teachers is lower than that of the factory members. If the factory continuously increases the bonus and income for the factory members, that could motivate only the factory members, but that will affect the enthusiasm of the teachers. Now don't you see that some teachers ask to change to a factory job? I think the factory should be reformed, but should consider the overall situation."

After listening to the dean's speech, the director of general affairs had the same feeling and said," This is the actual situation. Now some persons among teachers and staff are uneasy. For example in the past, we shifted the unqualified persons to the factory, but compared with the hard working teachers, the income of those unqualified is much higher than the teachers'. This really affects the emotion of the teachers. and also affects a part of the staff. We should not neglect this situation. I think we can reform the factory to increase the income for the school. That would be good. We should be very cautious about the bonus and floating salary for the factory members."

The chairman of the union then said, "Teachers recently ask to publish the income of the factory and also have asked to take part in the part-time in the factory. this situation reveals the problem. I think reform should consider the overall situation not just one end and disregard other parts. The purpose of the reform should be to run the school well and the ultimate aim to improve teaching quality and train qualified talents. . ."

The factory leader, listening to the others' speech, didn't agree. He lost his patience and interrupted the union chairman. and said "The central government requires that reform should not be treated generally. In the newspaper there is still disseminated encouragement of some people to get rich first. If you just consider all your surroundings, every person treated the same, then how can you do reform? The factory members still criticize the average bonus system. Some members said "We work hard in the factory, but the income is spread through the school. Isn't this appropriating other people's income and result of labor? How do you not justify higher income for more labor? We should reform this unreasonable system.

After listening to such exciting speech, some people in the meeting didn't feel it was fair. They said, "According to what you said, it seems that all the teachers in the school now are living on the factory." So all the people in the meeting began to comment and complain.

The principal listened and thought. From the point of the view of the factory, the person who worked hard should have a higher salary and thus the school could have more profit. This is right and should be so. But when gap between the income of the factory members and the teachers increases, This creates conflicts. The teachers income is mainly the base salary, but the factory members can have one hour extra income if they work for one extra hour. Other than the people in the division of general affairs, especially the staff, the income is lower and what they do is the same as the factory members. All of them are physical laborers. So how can you compare? The principal is involved in all kinds of problems and he was thinking how to solve these problems. He was distracted by all the people engaged in discussion, so he asked other people to keep quiet.

Then some persons in the meeting proposed their ideas. From the relationship between the factory and the school and the purpose of the factory as well as the direction of reform. The principal thought, I cannot achieve a harmonious conclusion from this meeting. It is no use to go on. So he said,"You propose many good points, among them one is common; that is, we should continue to run the factory well, so we should reform it. But how to reform it? Here comes the discrepancy. Now I propose three points for you to consider. First, school is still a school, not a factory. We are in the situation of the school running the factory, not the factory running the school. Which is first, which is second? Which is most important, which is subsidiary? The main purpose of the school should be educating students and training students. So we should give priority to teaching. From this point of view, we can shift only a small number of persons to the factory to bring profit, and most people should continue to do education work. This should be considered as a guideline and the position of the school and factory should not be reversed. Second, The school factory should be reformed and should implement the principle of distribution of income according to labor and should praise hard working people and punish lazy persons. We should break the "everyone eating from the same big pot" system. The factory directly creates physical materials and all the workers work very hard and have contributed to the school. After the school extracts some of the income, they can get more through the form of bonuses. Before the salary reform for teachers, the income of factory members was higher than the teachers. That was unavoidable. It is reasonable, but also unreasonable. The the gap should not be too high, otherwise that will affect education unfavorably in the school. Third.

School should be reformed, including system reform, production reform, school reform... The main reform is education reform. So the system and the production reform should be favorable to educational reform. The ultimate purpose of education reform is to run the school well and to improve the quality of training students. If we deal with the factory salary and bonus like an independently run business, then they have to pay tax; then it will be another situation." Finally the principal proposed to the leader of the factory,"According to these guidelines, please draft a plan of reform and submit it to the administrator committee. If there still exists different opinions we can exchange opinions after the meeting because there are two other things we need to discuss in this meeting. So let's end the discussion of the factory at this meeting.

The meeting continued on another topic.

1. Is there any difference between reform of a school run factory and the reform of a general independent business? What is the essence of the reform of a school run factory?

2. Do you think the three conclusion points are right, or not? Why? If you were the principal of this secondary school, how would you deal with this problem?

Concluding Thoughts

It has been said that when one visits China for two weeks, one writes a book; If you visit for two months, you write an article; and anyone who stays a year tries to forget about it. Those are sentiments we understand. The more one learns of China the more difficult it becomes to generalize. If you could imagine any human behavior, belief, practice, etc., it probably occurs in China.

One of the problems facing researchers and for that matter those who govern, is its fragmentation and internal isolation. Physically there are only two bridges that cross the mighty Yangtse. Food and other products are almost all local. There is no way of transporting any significant amounts from one area to another. Transportation for people is a nightmare. The average two week tourist will see far more of China than the average citizen will see in a life time. Telephones are so bad that many who have the opportunity to get one for their home decline to do so. Language is a problem. Although Mandarin is being taught in the schools, other dialects remain firmly entrenched. A citizen of Shanghai will have difficulty speaking to another in Guangzhou. Only recently has the government completed its first census, which really only served to confuse by adding another set of conflicting data to an already confusing array.

The frustration of seeking empirical data is further complicated in that "research" simply doesn't correlate with "rezearch." Research is likely to refer to a great deal of time thinking about the subject. It is similar to conducting a computer search of ERIC for a meta analysis, thinking you have 1,000 references and finding you have three, a survey, an ethnography, and a history.

Never the less there are some thoughts concerning China's preparation of educational administrators that we wish to share. Three attributes of the program predominate our thinking. Politics, size, and development are factors we see in every aspect of preparation.

It seems incredible to label educational administration as developing, when you have visited schools that are more than two thousand years old and still in operation. Chinese educational administrators were taking certification examinations while Europeans were struggling through the dark ages. Yet it is obvious that the current state of educational administration is in an infant stage.

The sheer magnitude of the preparation of administrators in China is mind boggling. More than one million administrators with no more than thirty to forty percent having any administrative training at all. Faculties with only remanents of pre liberation trained personnel, faced with tremendous pressure to increase the number of undergraduate admissions are faced with the overnight creation of programs for training hundreds of thousands of educational administrators.

Dialectical materialism, the Party, Marx-Lenin-Mao, penetrate all formal educational activity. Perhaps this is to be expected for any number of reasons, but it is a fact that one cannot overlook. Even the pragmatic policies of recent years are from the Chinese perspective interim steps toward the ultimate goal.

The thought process of Dialectical Materialism, which is of course part and parcel of the political structure of the People's Republic influences interpretations or perceptions of data in a most remarkable fashion. Any idea is examined two ways. Pragmatic views and Dialectical Materialistic views can lead to significant differences in the interpretation of any given data set.

The content of administrator preparation is very international. The literature of the US, USSR, and Japan are particularly visible. An assumption of many Chinese professors seems to have been made that administration is similar to technology, it can be imported. There is a parade of foreign experts through every institution of higher learning. Thirty

thousand Chinese intellectuals, visiting scholars and graduate students have studied in the US since the normalization of relations.

Closely related to the import assumption is the fervent effort toward a single comprehensive theory, a scientific administration theory. Yet the research mode of historical, contemplative, dialectical practice does not seem to be consistent with the effort. There is an added air of intellectual resistance to practice that is very visible despite the frequent references to the importance of relating theory to practice. Adding to this situation is the absence of the basic facilities and the lack of economic resources effectively preventing all but the most modest research activity.

Instability is another attribute of importance. Policy changes of radical proportions are the norm rather than the exception. The internal hesitance we would feel as an administrator considering implementation of the responsibility system would be substantial. The same would apply to many areas of research. Most of our Chinese friends assure us that the cultural revolution could never happen again, but Mao's gang of four is not the first gang of four in China's history. Deng has felt compelled to assure the people that it is all right to get rich, many avoid leadership of any sort, because they are less certain that it is all right.

The Chinese social system places more emphasis on the group and society and less on the individual. Self criticism to the group, subjecting ones needs for the society, the centrality of the work group, etc. are characteristic of this phenomenon.

The single greatest resource is of course people. China has an abundance of people. A significant number of our peers in China are immensely talented, intellectually gifted, and highly dedicated. Ignoring relative notions, the achievements of new China are staggering. Food is no longer a problem. US companies contract to use the Long March III to launch satellites. Hong Kong was regained through negotiations. Universal literacy claims are made. Visiting scholars bring their families to the US. The army was reduced by one million. Who can say what will be accomplished in the preparation of administrators in China? We would do well to keep in touch. We may wish to import some Chinese ideas soon.

References

Chinese Education Yearbook.(1984).Shanghai: Chinese Large Encyclopedia Press.

Chinese Encyclopedia Series: Education.(1985) Shanghai: Chinese Encyclopedia Press.

Cleverly, John (1985). The Schooling of China: Tradition Modernity in Chinese Education. Boston: Allen and Unwin.

Frasher, James M. (1986) Educational Administration in America. Nanjing: Nanjing Normal University Press.

Hayhoe, Ruth (1984).Contemporary Chinese Education. Armonk, New York: M.E. Sharpe, Inc.

Li Yeguang. (1985). On reforming the school administration system. Educational Research, 9, 17-22.

Lin Bing, and Yang, Zhi Ling, Innovations and new initiatives in teacher education in the People's Republic of China: A summary report. Paper presented at the Regional Conference on Teacher Education, Hobart, Tasmania, Australia, (1986).

School administration psychlogy.(1984). unpublished collection of papers. Nanjing Normal University.

Shao, S.L., Information Theory, Cybernetics, System Theory, and Adult Education. (1986). Shanghai: Second Education Institute Press.

Song Ping (1986). Report on the draft 1986 plan for national economic development. The Fourth Session of the Sixth National People's Congress. Beijing: Foreign Languages Press.

Song Yue Li. (1987) Frustration Theory and Educational Administration. Nanjing: Nanjing Normal University Press.

Wang Bingqian (1986). Report on the Zhongguo Jiaoyu Nianjian (1984). Chinese Education Yearbook. Beijing: Foreign Languages Press.

Xi Bai Hou and Lu Song Min, (19). Issues in Secondary School Administration. Chengdu: Sichuan Education Press.

Xue, Lian Chang and Lu, Cheng. (1986). Management Psychology. Beijing: Science Press.

Zhang Zheng, et.al. (1986). Middle School Administration: Ninety Case Studies. Shanghai: East China Normal University Press.

Zhao Ziyang (1986). Report on the seventh five-year plan. The Fourth Session of the Sixth National People's Congress. Beijing: Foreign Languages Press.

Zhou Yicheng, Cai Guanping, and Liu Huzhang (1983). Education and Science. Beijing: Foreign Languages Press.